

FEBRUARY

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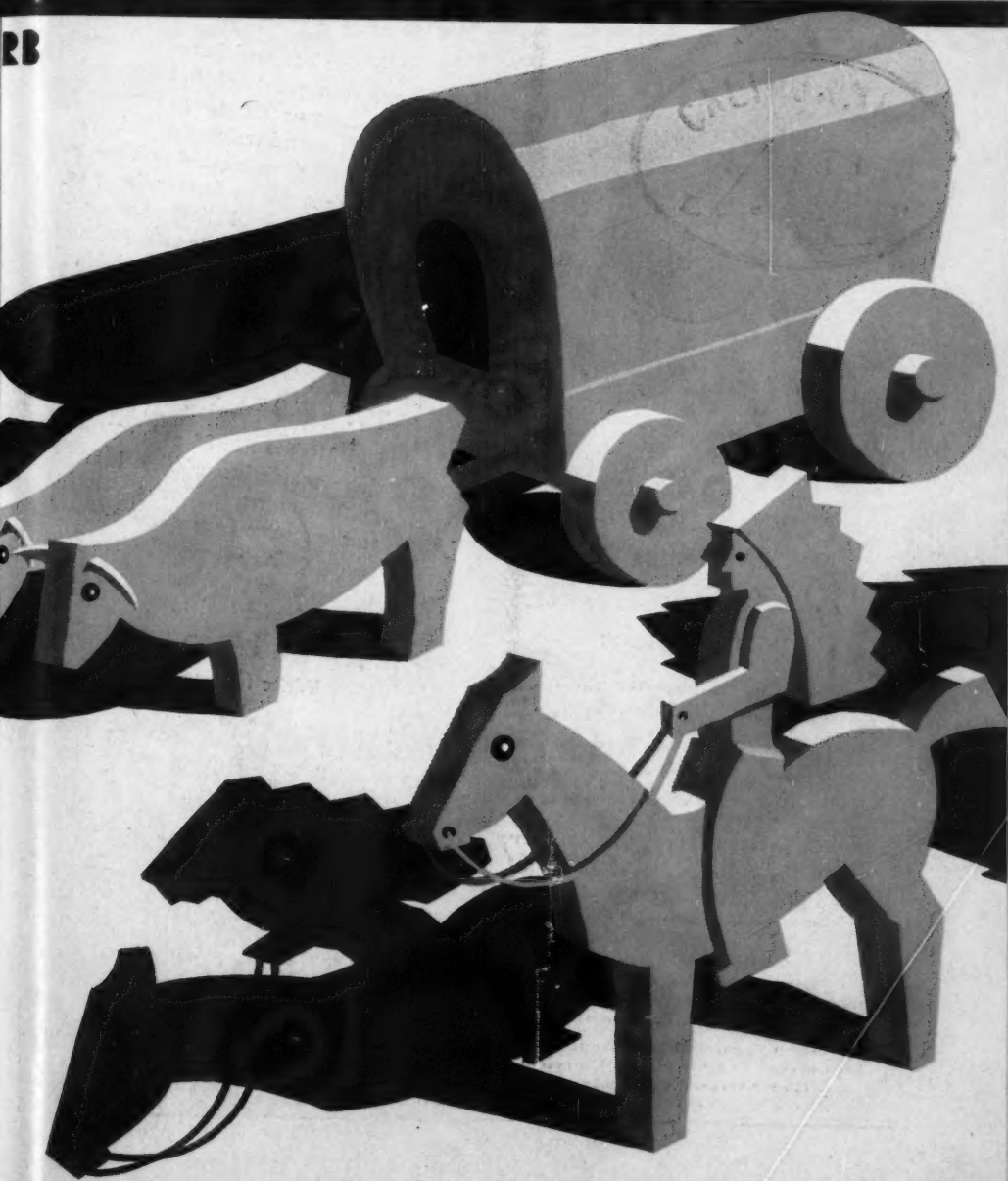
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Official Publication of California Teachers Association
155 Sansome Street, San Francisco

Willard E. Givens.....President
Roy W. Cloud.....State Executive Secretary
● Vaughan MacCaughy, Editor ●

Volume 29



FEBRUARY, 1933

Number 2



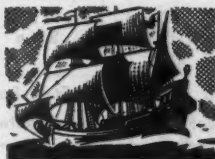
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Sierra Educational News is a member of the Educational Press Association of America

SIERRA EDUCATIONAL NEWS—Published monthly (except July and August) by California Teachers Association, 155 Sansome Street, San Francisco. Entered at San Francisco Postoffice January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription, 2.00 per year; 20c per copy.

TRAVEL SECTION



Economy in Travel

JEHIEL S. DAVIS, *Instructor*
Van Nuys High School, Los Angeles

REPEATED trips abroad, principally through Europe, suggest a number of travel problems which seem to face most present day travelers and prospective travelers. A few have ample funds to go where they will and as they most enjoy. Most of us are financially limited.

All who love to travel are limited in time to one short life. Hence any economy of money or time or both which does not seriously lessen the joy of travel is well, and if it actually adds to the pleasures of the wanderer is a rich find.

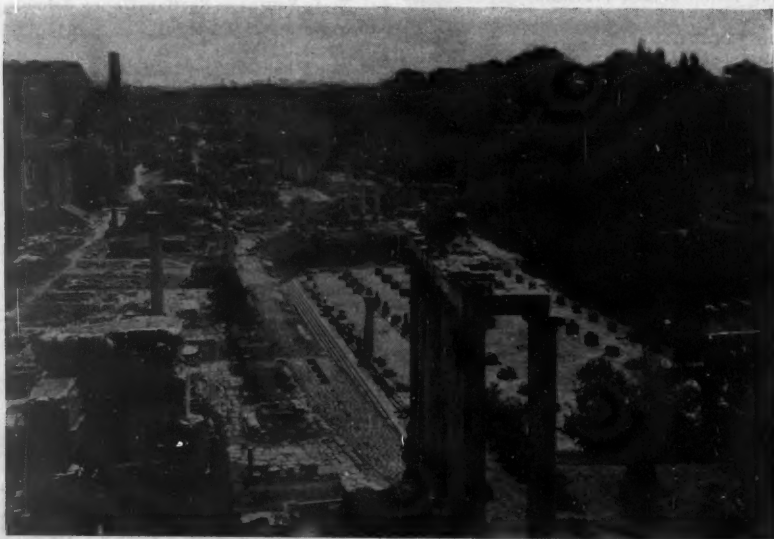
More than any other part of the world, Europe contains in most complex array the roots of our civilization, the relics of the past, varied language and custom, scenery woven into literature, and colorful present in tumultuous change. There are many things that one visiting Europe, especially for the first time wishes to include no matter what may be his or her special interests.

Organized planning of trips is not new, but there are still many who waste their time,

money and opportunity by refusing to use the experience of others in getting the most out of this extremely fertile travel field. So complex is it that a proper travel-plan for an extensive visit in such a short time as a summer vacation or even six months is entirely beyond the most clever individual unless especially trained in that particular work.

So well has the problem been solved that group travel is now carried on without taking out of the trip the experiences and thrills of following the individual bent, the finding of ones way in strange places, and the personal contacts with the people, yet including the benefits of group buying, efficient meeting of connections making for speed without hurry, and all the care and help that the individual desires.

One of the best plans for a European visit is as follows. Enter Europe in the least foreign parts, the British Isles. They are keenly interesting, charming, and interwoven with our literature and past but with the similar language



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and attitudes they are more interesting before the stranger places have been visited.

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Particularly picturesque are the storied castles on the Rhine

ing from Montreal, the giant million city of the north, or quaint old Quebec there is a pageant of green and of interest.

There are three days on still water to get used to the ship before one enters the ocean and the chance of discomforts from seasickness are much reduced. A return to New York is easy from the north of France and the Panama route to the west coast offers good service and a good rest.

* * *

To Our Subscribers

Response to the notice on page 7, January issue, by subscribers to Sierra Educational News, has been most gratifying. To all those teachers who wrote to us as indicated, we extend our sincere thanks. To those and also to others who avail themselves of this offer—You can save postage—repeated on page 48 of this issue, we promise prompt co-operation in forwarding your letters.

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Education in National Parks

An Opportunity for High School Students

A. SCHWARTZ, *Lowell High School*
Chairman, Field Science Committee
San Francisco Science Teachers Club

MODERN trends in educational growth were recently pointed out by State Superintendent Kersey, when he said that to the proverbial three R's must be added the three C's. These latter, he indicated, stand for training in Character, Citizenship and Culture.

That the school system is called upon to extend its influence over the whole child and not merely train the child in the fundamental subjects is no mere accident. Ever since the Industrial Revolution and the development of large urban communities, the schools were called upon to meet new situations.

Again at the present time when inevitable changes are taking place in the home, in industry, in the community and in the every-day life of the individual, it becomes incumbent upon the school system to take account of these changes. To help the individual in making proper adjustment to these new situations becomes the chief aim of the activities of the school.

During the past few decades it has become an accepted principle that the best conditions for learning are when the child is an active participant in the process. The degree of the influence of this policy is well illustrated by the recent acceptance of purely recreational features of the school curriculum as worthy of the same standing as any other school subject.

Not only are the natural play instincts of the child called upon as an

aid in learning the fundamental skills, but play itself is conceived as the basis in the development of desirable character traits, sound attitudes toward group life and the attainment of healthful habits. From this point of view recreation and education function inseparably. The complete mastery of fundamental subject matter calls for daily exercise and use, so the proper development of the three C's mentioned above calls for constant application and supervision during the plastic period of the child's life.

This paper concerns itself with a period of the school life when the average child is allowed to shift for himself and under present economic and urban conditions no outlet is afforded for his pent up energies.

The summer vacation period affords an oppor-



One of Yosemite's hungry babies

tunity for constructive educational work no less than any other period of the school year. At the present time, this period is being dissipated in ways that bring no ultimate good to the individual or society.

The summer vacation period was originally conceived as necessary for the assistance which the child rendered to the family in the home, the shop or the farm. All these emergencies have disappeared.

Improvements in home conveniences do not call for the exertion of much effort from every member of the household, industry under present conditions and laws do not welcome the immature child; to the average city child, work

on the farm has no meaning. Very few communities afford recreational opportunities for any considerable number of its children.

The extremely poor child is cared for by welfare agencies, while the more wealthy classes send their children to summer camps. The average high school student, however, is allowed to shift for himself under very precarious circumstances during the greater part of the summer vacation period.

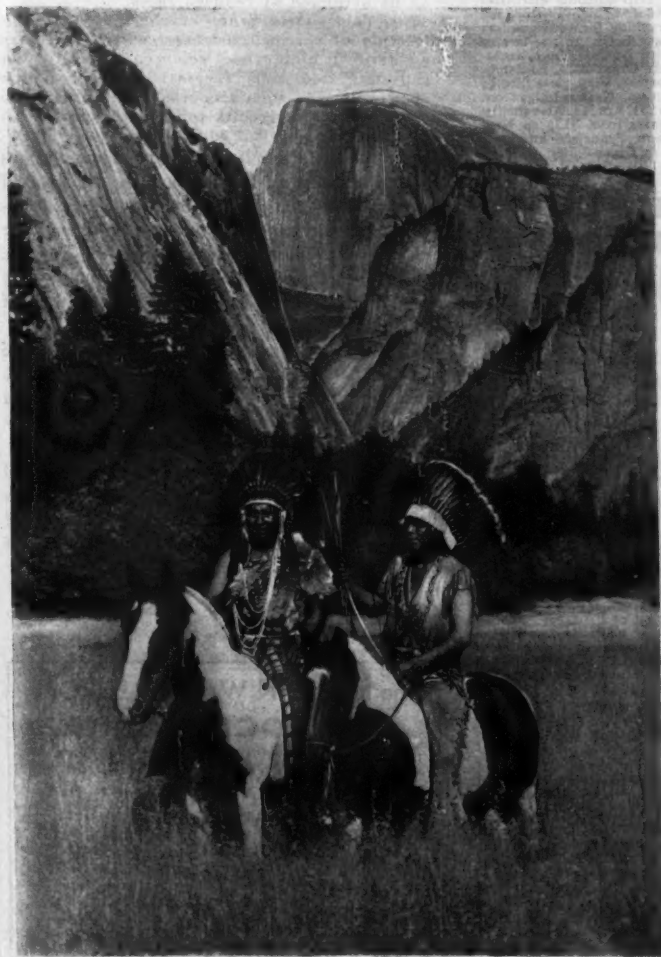
"A vast school room of Americanism," as pointed out by the late Director Stephen Mather, is to be found in our National Parks system scattered all over the country. Four of these most superb areas are at the disposal of our school system whenever it is aroused to the invaluable opportunities offered by the National Park Service.

There is nothing in our school curriculum today which even remotely compares with the advantages offered by a field course in natural science during the summer vacations. Here the stars, the mountains, the rivers, the valleys, the plants, and the animals become the teachers.

The play element, the recreational features spontaneously grow out of the companionship and group life the students lead during this period. Doubtless such a course has to be under proper supervision and guidance.

IN a recent publication entitled "Education and Research in the National Parks," by Dr. Harold Bryant and W. W. Atwood, the purposes of the National Park system and its educational facilities are clearly set forth.

Suffice it to say here, that under a most devoted staff of experts, museums and libraries, the government is carrying into effect the policy of Stephan Mather, "where



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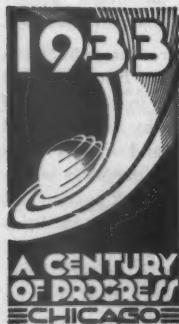
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Gordon Soderman, student at the Grant union high school, Del Paso Heights, won first prize in a recent essay contest of the Purina Mills of St. Louis, Missouri. The theme was "The Achievements of a Farmer."



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people are studying, enjoying and learning to love more deeply this land in which they live."

San Francisco Science Teachers Club has worked out a skeleton outline of possible material for study at Yosemite National parks. During the past summer, the government service has attempted to organize the high school students for special field trips in the valley.

However, in order to make the course available to a larger group of high school students, the science teachers committee is working out ways and means of organizing groups of students in the various high schools in the city to be taken to Yosemite Valley during the coming summer.

It has been estimated that about \$40 would pay for a student's six weeks board, camp equipment and in part meet the expense of the teacher supervision. Transportation by railroad can be arranged at reduced rates.

This field course, when carried out under the direction of certified teachers, will be accepted as a term in high school science. It has further been suggested, since recreation is to occupy a definite place in such a course, that it may also add a number of credits toward graduation requirements in physical education.

In a previous article in this magazine*, it was pointed out that this course has the approval of city, state and national authorities. The parent-teacher group has fully endorsed the summer field course. Those interested in child welfare, with whom the writer has made contact, fully concede that there can be no better way of utilizing the vacation period.

Furthermore, contrary to the opinion of some persons that this is a luxury which the economic depression does not permit, it is in reality a necessity forced upon us by the present economic conditions.

To leave the vast numbers of our high school children at the most active age of their lives with nothing to do, is to further the sense of hopelessness and to increase the possibility of moral degradation.

*High School Science in National Parks, December, 1931.

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The Hawaiian Islands were formed by volcanic action, but only on the Island of Hawaii, 200 miles from the University of Hawaii in Honolulu, is there an active crater. Only three miles from the campus in the capitol city are several cones of extinct craters, but Kilauea, on Hawaii Island, is the only one which can be called active.

Within sight of the Volcano School is the tremendous dome of Mauna Loa (Long Mountain), almost 14,000 feet high. From Mauna Loa's summit still bursts forth every eight or ten years a great flow of fiery lava, and part of the work of the Hawaiian Volcano Observatory, at Kilauea Crater, is to study Mauna Loa and watch for signs of a forthcoming eruption.

When a flow occurs no one is in danger, as the lava spreads over a desolate, uninhabited region already overflowed a dozen times in the last 150 years. The lava runs down into the Pacific and makes new land as it pours into the sea.

At the University of Hawaii main campus in Honolulu the Summer Session gives promise of being the most successful in years. Educators of high caliber from universities in the eastern states, middle west and Pacific coast have already been signed up to deliver lectures at the sessions.

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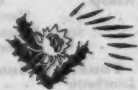
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Urgent Nutrition Problems

At a recent dinner meeting of workers in the field of human nutrition, held in San Francisco under auspices of the California Dairy Council, urgent current problems were discussed; Mr. Sam H. Greene presided. Summary of the discussion follows:

BEFORE the depression the American people still were in process of transition from the old fashioned diet of meats, cereals, bread and potatoes to the new diet which has for its foundation the protective foods—dairy products, fruit and vegetables.

In recent months the problem of mass nutrition has become enormously complicated by the fact that thousands of persons, who were accustomed to a variety of foods, are forced by reduced circumstances to subsist on only a few, and in many cases do not make a wise selection.

A low cost diet, at its irreducible minimum, can be based on whole grain cereals, milk (particularly the solids not fat) and tomatoes or citrus fruits added.

The strain of welfare relief upon taxpayers has become very heavy and the problem which is faced may not be limited by months but may extend for years.

It is important that the agencies which establish lists for food relief shall avail themselves of the information on human nutrition that is available. Some lists now are based on expediency more than on nutrition.

Wide Need for Diet Facts

It is equally important that means be provided to supply information on human nutrition to the persons who are recipients of welfare relief, and to those whose earning power has been greatly reduced but are not yet applicants for public assistance. This information would be a valuable aid to them in making proper selection.

In farming localities the problem is different, but there is just as much need for nutrition information. The Agricultural Extension Service and other agencies are endeavoring to guide farm families to be self-sufficient in production of foods which will supply a balanced ration.

One great menace of the present situation is sickness and loss of human energy that may result in after years to those who pass through childhood at this time lacking adequate nourishment. In addition to the loss of strength and health to the individual this carries with it potential future expense to the taxpayer for public hospitalization and public charity.

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Tehama County Institutes

MRS. ALTA S. OHRT held the Tehama County annual institute in installments. The high school teachers held their own sessions on different dates at the three high schools of the county. The elementary teachers held their first session in Red Bluff. In December another session was held in Corning. The morning was devoted to open air games by the hundred teachers who were divided into six teams.

On January 14, the third session was held in Los Molinos. There the four grade teachers of the school, C. W. Mathews principal, conducted during the forenoon demonstration lessons in several school subjects.

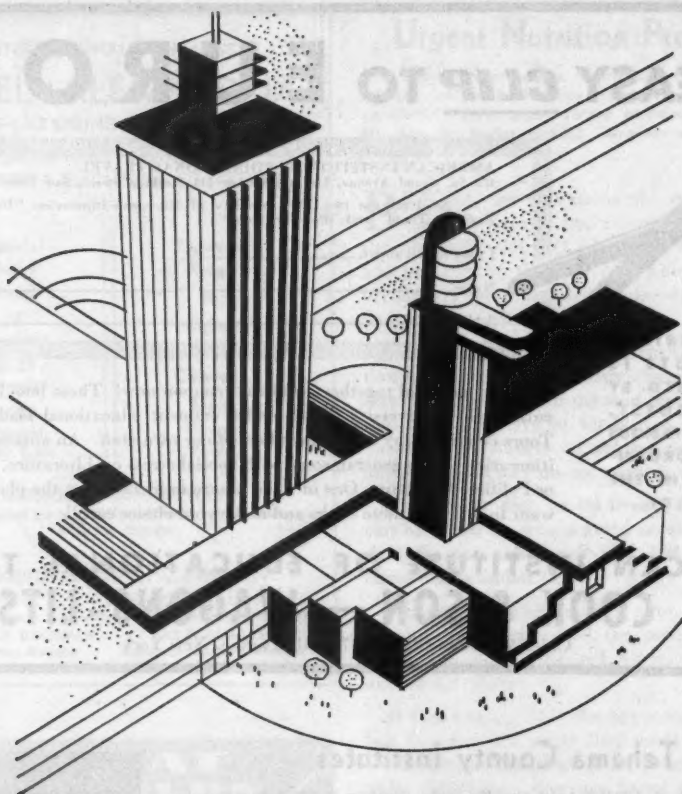
During the afternoon the teachers organized a county association with Paul D. Henderson, principal at Gerber, as president; M. Nugent, Corning principal, vice-president; Grace Minch of Antelope, secretary-treasurer.

During this same day the county school trustees met in the Los Molinos high school where the main address was made by Dr. Fred Bly, member of the Red Bluff high school board. Dr. Bly has made a study of school finances and presents a telling case for leaving alone the present system of school support.

The larger schools of the county are 100% membership in C. T. A. The county is still short a few of making the entire county 100%.



C. L. McLane, retiring president of California State Board of Education, and for many years president of Fresno State College, is highly esteemed among western school people as a great and far-sighted leader in education.



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SIERRA EDUCATIONAL NEWS

FEBRUARY 1933 • VOLUME 29 • NUMBER 2

Progress of Legislation

ROY W. CLOUD

THE schools are facing a real crisis in education. Because of the fact that the present state administration has expended all of its available funds and apparently does not wish to increase the rate of its present state sources of revenue, it seeks to take from the schools not only the permanent school fund but also seeks to limit the educational opportunities of the boys and girls.

Honorable James Rolph, Jr., Governor of California, in his biennial address to the Senate and Assembly in joint meeting, told of the financial affairs of the state.

He revealed the fact that the surplus on hand in the state treasury as of July 1, 1931, the beginning of his administration, was \$31,500,000, but that because of reduced revenue and because of largely increased expenditures, all of the state revenues have been expended and the \$31,500,000 surplus has been used to supplement the state revenues. The actual deficit at the beginning of the next fiscal year, July 1, 1933, will be approximately \$9,500,000.

Because of this condition of affairs, the Governor declared that it would be necessary to make very great reductions in the fixed charges of the state.

The first of these fixed charges, which he mentioned, were those having to do with public education. The exact wording of his message concerning this point is

"The first of these is a proposed constitutional

amendment reducing the mandatory apportionment for the elementary and high schools from \$30 to \$24 and providing for a like reduction in local taxes.

"The second is a proposed constitutional amendment removing entirely the fixed sum to be apportioned, and giving the Legislature power to fix at each session such apportionment as it deems equitable.

"These suggested amendments should be acted upon immediately by the Legislature, and a special election called for some time in February, so that the mandate of the people may be before the Legislature when it reconvenes after the constitutional recess."

He also recommended that the state curtail in part the co-operative work with the federal government in vocational education, his recommendation being "I recommend that our co-operative program be reduced by 25%. This will result in a saving in the next two years of \$156,000."

HIS next proposal having to do with public education is as follows: "Under the provisions of the Constitution all of the proceeds from the sale of school lands granted by the United States to this State are paid into a fund known as the perpetual school fund."

The message then details the amounts that are annually paid to the state from the interest on this school fund and from other sources and recommends as follows:

"It is my recommendation, therefore, that there must be submitted to the people, at the suggested special election, an amendment to this section of the Constitution permitting the State to use, during this emergency, the ten million dollars in the perpetual fund and, if the Legislature so desires, this fund can be re-established as a perpetual fund when surpluses accrue in the general fund in future years."

California Breakfast at N. E. A.

IN accordance with the custom of many years, the California Breakfast at the national superintendents convention will be held on the opening Monday of the session.

The date this year is **February 27**; the place **Hotel Buckingham, Minneapolis**.

Willard E. Givens, Superintendent of Oakland schools and President of California Teachers Association, will preside at the breakfast.

All Californians and friends who are attending the Minneapolis meeting are cordially invited to be present at the breakfast.

S. C. A. 1. Breed

Carrying out the second suggestion in the Governor's speech, Senator Breed introduced Senate Constitutional Amendment 1, the purpose of which is to eliminate all fixed charges. If this amendment passes, the schools will be compelled to go before the Legislature every two years and plead for a school tax.

In addition thereto it would be necessary at the time of fixing the taxes by the counties each year for the schools to make their plea to the boards of supervisors of the several counties to give them sufficient funds with which the schools may be maintained.

Even in the very early days of the history of California certain guarantees were set up by the state for school apportionments.

S. C. A. 2. Ingels

Senator Ingels of Mendocino county introduced Senate Constitutional Amendment 2, the provisions of which correspond exactly with the present reading of Section 6 of Article 9 of the Constitution of California which guarantees \$30 per pupil in average daily attendance in the day and evening schools, both elementary and secondary, and of the technical schools, of the public school system during the next preceding school year.

Beginning with the portion which has to do with the levying of county monies, Senator Ingels bill provides as follows:

"The Legislature shall provide that the board of supervisors of each county, and city and county, in its discretion, may levy an elementary school tax for the support of the public day and evening elementary schools of the county or city and county, to produce a sum of not more than \$20 per pupil in average daily attendance in the public day and evening elementary schools of the county, or city and county, during the next preceding school year."

And for high schools "the board of supervisors of each county, and city and county, in its discretion may levy a high school tax for the support of the public day and evening secondary and technical schools of the county, or city and county, to produce a sum of not more than \$10 per pupil in average daily attendance in the public day and evening secondary schools of the county, or city and county, during the next preceding school year."

AT the end of Senator Ingels proposal the entire wording, which sets all of the state money and 60% of the county money apart as a teachers salary fund, is eliminated in order that

that part governing teachers salary fund may be wiped out of the constitution.

The change, therefore, suggested by Senate Constitutional Amendment 2 is for the state to give its full share, as is being done now, but that the county shall reduce its contribution from at least \$30 for elementary pupils and at least \$60 for high school pupils to not to exceed \$20 for elementary schools and not to exceed \$40 for high schools.

S. C. A. 3. Breed

Senate Constitutional Amendment 3, introduced by Senator Breed, covers the Governor's first proposal, in which he asks that a constitutional amendment be presented to the people whereby the legislature shall provide an amount not less than \$24 per pupil in average daily attendance in elementary schools and \$24 per unit of average daily attendance in high schools and that the boards of supervisors of the several counties shall levy the following taxes "provided that said elementary school tax levied by any board of supervisors shall be not more than \$24 per pupil."

The original reading of this was "provided that the said elementary school tax levied by any board of supervisors shall produce not less than \$30." In the present reading \$30 is fixed as the minimum.

Senator Breed's proposal in Constitutional Amendment 3 is that the maximum shall be \$24. His recommendation for high schools which now have a minimum of \$60 provided, reads as follows: "provided that the high school tax levied by the board of supervisors shall be no more than \$48 per pupil in average daily attendance," etc.

A new provision is included at the end of his constitutional amendment which specifies that upon this amendment becoming effective, any funds in the district balances which have been set aside for teacher salary purposes "may be used by the district or county, or city and county holding the same for any purposes for which any school funds may be used."

S. B. 6 has been referred to the Committee on Education. In it Senator Breed proposes to cut the rate of district taxes as follows:

For elementary purposes the 30-cent rate is cut to 24 cents. For districts in which kindergartens are located where the maximum rate is now fixed at 45 cents, the rate is cut to 36 cents which allows a 12-cent kindergarten tax to be added to the above mentioned 24 cents. The present high school rate of 75 cents is cut to 60 cents. The present junior college rate of 50 cents is cut to 40 cents.

Education Committees

Senate

H. C. Jones, Chairman
D. F. Bush
W. E. Harper
R. W. Hayes
Chris Jespersion
F. W. Mixter
H. A. Perry
H. J. Powers
C. F. Reindollar
Joe Riley
A. R. Schottky
H. W. Slater
E. H. Tickle

Assembly

E. W. Roland, Chairman
B. V. Callahan
F. C. Clowdsley
Lawrence Cobb
B. J. Feigenbaum
S. M. Greene
M. S. Meeker
Miss Eleanor Miller
J. P. Phillips
Lucius Powers, Jr.
K. H. Redwine
F. M. Roberts
Ray Williamson

Constitutional Amendment Committees

Senate

A. R. Schottky,
Chairman
A. H. Breed
W. E. Harper
H. C. Jones
H. J. Powers
W. P. Rich
B. B. Snyder
E. W. Stow
R. E. Swing

Assembly

B. J. Feigenbaum,
Chairman
C. C. Anglim
F. A. Chatters
F. C. Clowdsley
Ed. Craig
J. E. Frazier
E. V. Latham
C. W. Lyon
Miss Eleanor Miller
K. H. Redwine
C. Ray Robinson
A. F. Ross
P. G. West

IN addition to his constitutional amendments, Senator Breed has also introduced S. B. 5 providing (in the event his amendments are adopted) for a special election to be held as soon after the close of the first session as is possible. School people, in giving any information to their friends, should learn from their county clerk or county auditor the large local cost for such an election. The cost of the election of the Sharkey Bill (which had to do with state control of oil resources) will approximate the expense of a special election. Bear in mind that practically all of the cost of a special election, which in many counties will run into thousands of dollars, has to be paid by the local taxpayers. Little is paid by the state.

Senate Bill 54 by McCormick of Solano county provides as follows:

"5.670. The governing board of any school district shall have the power to change the employment of any permanent employee of the district in the manner prescribed in this article.

"5.671. The governing board shall give ten days notice by registered mail to the permanent employee, stating the terms and conditions of the proposed change of employment. If the employee fails to accept in writing the proposed change of employment within fifteen days from and after the date of mailing such notice, the governing board shall have power to declare vacant the position held by such employee, and

to fill such position or to leave the same vacant, as they shall deem to be to the best interest of the district."

Assembly Bill 46, by Williamson, is as follows:

"Section 1. A new code is hereby added to the School Code, to be numbered 6.744, and to read as follows:

"6.744. It is unlawful to sell any merchandise on the property of any elementary or secondary school or State Teachers College. This section does not prohibit the establishment or maintenance of school cafeterias."

Assembly Bill 201, by Mr. Morgan of Berkeley, amends Section 3.291 of the School Code and is a local measure. It allows a high school district which does not maintain its own high school to contract with a neighboring high school district for the education of its pupils.

Assembly Constitutional Amendment 14, introduced by Assemblyman Fisher of Oakland, proposes a cut in the county school apportionment. Mr. Fisher is friendly to public education and has expressed himself as believing that the introduction of this amendment will offset the effects of the Breed-Ingels constitutional amendments.

Mr. Fishers proposal leaves the state apportionment exactly as it now is. He gives the county supervisors the privilege of levying a tax which shall provide at least \$24 per child in average daily attendance in the elementary schools, and at least \$48 for each pupil in average daily attendance in the high schools of the county. The boards of supervisors may increase these amounts if they so wish.

Senator H. C. Jones is offering S. B. 85 which he believes will help defeat the Breed amendments and the Ingels amendment. Senator Jones proposal is that the state and county constitutional guarantees shall be left exactly as they now are, but that the rate for district taxes shall be cut 33 1/3%. In other words, the limit of the high school district tax shall be cut from 75 cents to 50 cents; the elementary district tax from 30 cents to 20 cents; the kindergarten tax from 15 cents to 10 cents; and the junior college tax from 50 cents to 35 cents.

Mr. Jones contends that by this method all of the saving will accrue to the benefit of the home owners, and will result in the reduction of local taxes.

Tenure

There has been much talk concerning tenure. In discussing school affairs with many members of the Assembly and Senate, I have been asked whether or not we will present any tenure legislation. I have told them that C. T. A. will not present tenure legislation but will study care-

fully anything that is presented, in order to pre-set any radical changes in present practice.

Assemblyman Greene has introduced **A. B. 524**, providing about as follows: (1) Teachers under tenure at the present time will retain their tenure rights. (2) Teachers who had not yet attained tenure will be elected, after the three-year probationary period, for either a 5- or 10-year term. (3) Election at the completion of the term will be for the same length as the previous service. (4) The 5- and 10-year provisions will be permissive appointments on the part of the trustees.

The third week of the Legislature opened on Monday, January 16, with a hearing of proposed constitutional amendments covering public school support scheduled at 2 p. m. Practically the full afternoon was devoted to schools and school interests.

The Senate committee having been in session from 2 to practically 6 o'clock, it was felt that adjournment should be taken. The committee met the following morning at 9 o'clock. On motion, Senator Breed's proposal No. 1 was tabled. A motion was then made to send No. 3 out with a recommendation of "do pass." This motion was lost. A motion to send No. 2 out with a favorable recommendation was also defeated. A motion to pass No. 2 and No. 3 to the Committee on Governmental Efficiency without recommendation was then made and was carried by a vote of 5 to 2.

The two proposals were accordingly sent to the Committee on Governmental Efficiency. At 9 o'clock, on Thursday morning, January 19, the entire committee considered them but would pass neither to the Senate with a favorable recommendation. An adjournment was then taken, in order that the Legislative committee of the County Supervisors Association might be consulted.

Members of the Legislative Committee of the Supervisors Association who were in Sacramento were consulted and agreed to appear before an adjourned meeting to be held at 7:30. At this meeting the supervisors took a position endorsing the Jones measure and opposing the two Constitutional Amendments. Senator Breed then asked consideration for Constitutional Amendment No. 3. The committee, however, refused to act upon it. Amendment No. 2 by Senator Ingels was then considered and after some discussion three amendments were offered.

The first amendment had to do with adult and night school education. It provides that in computing average daily attendance no pupil over the age of 21 could be included in the average daily attendance for apportionment from either

state or county funds. Amendment No. 2 provided that the words \$20 should be changed to \$30 and that the words \$40 should be changed to \$60. The change in this proposal makes Senator Ingels bill as follows:

The state shall give \$30 per child in average daily attendance in high and elementary schools as at present. The counties may give up to, but not to exceed \$30 per pupil in average daily attendance in elementary and up to, but not to exceed \$60 for any pupil in average daily attendance in the high schools. The amounts now in the Constitution make \$30 and \$60 minimum amounts which must be given. Senator Ingels proposals will make \$30 and \$60 the maximum amounts which may be granted by Boards of Supervisors, but leaves the matter of granting them entirely to the discretion of the Board of Supervisors or the provisions of a law which may be passed later.

Giving the supervisors discretionary powers may seriously affect the present equalization plan of providing \$700 for every teacher unit. Amendment No. 3, which Senator Ingels offered to his Constitutional Amendment, entirely wipes out the teacher guarantee which states that all of the state fund and 60% of the county fund must be set apart for teachers salaries.

Amendment No. 3 provides that all of the state fund and 60% of the county fund may be used for teachers salaries, maintenance, and all other expenses of the district except capital outlay.

Following the adoption of these amendments there was considerable discussion for and against Amendment No. 2 but it was passed to the Senate with a favorable recommendation.

The Governor's Budget Message

On Tuesday afternoon, January 17, Finance Director Vandegrift presented the budget message of Governor James Rolph, Jr.

Among other requests it asks that a reduction of 20% of the state school fund or \$12,000,000 for the biennium be taken from the schools. It also recommends a special election for the passing of an amendment to care for this. He outlined the desire of the administration to borrow the \$11,000,000 in the perpetual school fund. He stated that in case no change is made in the fixed charges increased average daily attendance will require a biennial appropriation of \$63,940,745.64 for the public schools of the state, an increase of \$2,942,023 or a percentage increase of 4.82 over the 1931-1932 requirement.

The amount recommended to be apportioned for junior colleges for the coming biennium is \$1,233,640, or a decrease of 23.6% from the amount apportioned two years ago.

In his recommendation for teachers colleges, the Governor suggested that a fee for admission of regular students of \$50 per year be charged and a charge of \$25 be made for summer session students. A bill will be introduced

(Please turn to Page 54)

THE PRESIDENT'S PAGE

Fundamentals of Public School Education

WILLARD E. GIVENS, *President*
California Teachers Association

ALL public school teachers in California recognize the seriousness of the present economic situation and the necessity for rigid economy in all public expenditures. Economy is essential, but if we lose sight of the best interests of the state and the welfare of the people in effecting these economies, it will be a matter which will have the most serious consequences for the future of our state.

It cannot be too emphatically asserted that education is the foundation of the democratic state. The founders of our republic clearly saw that. President Madison said, "A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps, both. . . . People who mean to be their own governors must arm themselves with the power which knowledge gives."

In this faith, California's public school system has been created and developed. The social stability which has characterized California in this period of depression would have been impossible without our system of public schools. The social well-being of tomorrow is in a large measure dependent upon the public schools of today.

Three principles are fundamental in the consideration of educational bills in our own or any other Legislature:

1. An orderly solution of our economic, political, financial and social problems is dependent upon a high level of social intelligence among all the people. Ignorant citizenship exploited by the demagogue will certainly lead to social disintegration. The conditions which we face at present demand leaders with far-seeing vision. Ignorant citizens generally refuse to follow wise leaders.

Every school in this state should be an institution for the education of children, youth, and adults with regard to the problems of our day. The narrow curriculum—reading, 'riting, and 'rithmetic—which so many well-meaning persons are advocating to-

day, is not enough to meet either the needs of the long hours of leisure created by our machine age or the complexity of the society in which we live.

2. Educational opportunity denied to our children during this time of depression is taken away from them forever. New roads as well as other improvements may be postponed without irreparable damage to human beings, but the education of a child cannot be postponed without constituting an injustice to the individual child by robbing him of his rightful American heritage and menacing the best interests of the state by contributing to the ignorance of tomorrow.

Our public school system is not perfect. It has defects, but it is the only instrument which has thus far been created to serve this most important function of democracy. Let us strengthen, not weaken, our schools during this time of economic calamity.

3. Budgetary problems and the support of education cannot be considered apart from other problems of taxation. Many of our present difficulties are due to antiquated tax laws.

A tax system that denies education to children in one community while making good schools possible in another (because of the concentration of population, or wealth, or both) can no longer be tolerated in California.

There is sufficient wealth in California even in this time of most serious depression to provide educational necessities for all of our youth.

Under our present system of taxation, unjust burdens are imposed upon many taxpayers, especially upon farmers and small house owners. The educational crisis demands a reform of our tax laws. It demands a state system of school finance under which all the wealth of the state will be drawn upon for the education of all the children of the entire state.

WE realize the difficulty and the seriousness of meeting the financial problems in California, but neither our present problems nor the problems of our future can be solved by ignorance. California cannot afford to balance its budget with the ignorance of children.



I was wondering about School Teachers

THERE ARE almost a million
SCHOOL-TEACHERS in the United
States.

AND THAT'S quite a crowd.
OR ARMY or regiment or
WHATEVER IT is.

AND YOU'D think you'd hear
A LOT of noise from that
MANY PEOPLE.

THEY CERTAINLY could make it.

IF THEY ever began whoopee.

BUT HAVE you ever noticed
HOW SELDOM any one of them
GETS INTO the newspapers!

THEY MOSTLY live such decent
LIVES THAT there's no
JUICY SCANDAL to play up.

OR CRIME to report.

FOR A sensation-loving public.

I WAS WONDERING
IF THAT isn't a pretty good
RECORD OR sign or omen or
SOMETHING.

YOU'D THINK to read the
PAPERS.

THAT THE world was going to
THE DOGS fast.

WELL, IT does seem to be headed for
THE HOT dogs very regular;
THAT'S A fact.
BUT NOT for any other
KIND, I hope.

OUR CHILDREN are being taught
BY A pretty good bunch
OF PEOPLE, looks like.

AND IF every million people
IN THE country.

KEPT OUT of the head-lines
AND TENDED to their own
BUSINESS.

AND DID it as well as
THE TEACHERS.

THE NEWSPAPERS would either have
TO LIVE on good news.

OR GO out of business.

AND I think they'd
STILL LIVE.

—MCALPINE.

*Courtesy of The Christian Endeavor World (September 1932).
41 Mount Vernon Street, Boston.*

California Tax Crisis: 1933

ELMER H. STAFFELBACH, PH. D.,

Director of Research for California Teachers Association

THE purpose of this article is to present briefly to the teachers and to the citizens of California certain important facts concerning the present tax situation in this state.

Certain groups of wealth and privilege, who are especially favored by the present taxing system, are hiding these facts by means of a publicity program of deception and confusion, designed to befuddle the people in their thinking on this subject. This program of deception was begun at the time the people of the state were persuaded to vote upon themselves the present taxing system. It has been continued, with a large measure of success, over a period of more than two decades. At the present time this program has matured into a state-wide, organized system of misrepresentation.

Public Should Know the Facts

On the other hand, it is to the interest of the common people of the state to know all the available facts, and to think clearly in terms of their knowledge of such facts. In this battle of opposing interests—in this struggle of organized wealth and privilege versus the common citizens—it is the obligation of California teachers to acquaint themselves with the facts involved, and to keep the public informed about such facts.

In the paragraphs which follow the writer proposes to produce evidence to establish conclusively the following propositions:

1. The present system of taxation in this state is grossly unfair to real and personal property, and thus to the common citizens of the state;
2. This "divided sources" plan of taxation was supported by the public service corporation groups for the benefit of the owners of corporation* property, and foisted upon the people of California through deception and misrepresentation as to its probable effects;
3. This unfair system of taxation has been kept in operation against the

recommendations of public commissions appointed to study its effects;

4. The public service corporations now taxed by the state have utilized the weaknesses inherent in this system to unload upon other taxpayers much of the tax-load which the present system was designed to fix upon such public service corporations;

5. Efforts on the part of the people or their elected representatives to bring about even an approximation of equality of tax burdens between (1) real and personal property, on the one hand, and (2) corporation property on the other hand, have met with the opposition of the public service corporations and their organized agencies, with the result that such efforts have been wholly or partially nullified;

6. The principles of equality and justice in taxation are at present seriously threatened with further violation. Unless the common citizens of the state are awakened to decisive action, they will shortly find themselves bearing even heavier tax burdens than at present, to the end that the public service corporations may be protected from the increased taxation which rightfully such corporations should pay.

Nature of the Present Taxing System

BEFORE dealing directly with the six propositions stated above, it is well to recall the nature of the present California system of taxation.

By the provisions of the California State Constitution the tax sources of this state are divided into two general classes.

The state government, for its revenues, taxes corporation franchises, gross premiums of insurance companies, and the gross incomes of certain public service corporations (steam and elec-

*See definitions on page 3; the corporations discussed in this paper are those affected by Amendment One, of 1910.

tric railroads, gas and electric companies, telephone companies, etc.).

All county, district, and municipal revenues must be raised by means of ad valorem taxes on real and personal property (not including properties used "operatively" by corporations taxed by the state).

Thus the provisions of the Constitution divide the taxpayers of the state into two groups whose interests are mutually opposed.

On the one hand are the public service corporations, highly organized and controlling great wealth, with paid agents and lobbyists whose business it is to prevent corporation taxes from being increased.

Opposed to the corporations are the more numerous but scattered, unorganized, and largely inarticulate masses of home-owners and farmers.

Before the present system went into effect (in 1910) the revenues of the state, the counties, the districts, and the municipalities were raised by ad valorem taxes on all the properties (including the properties of the corporations) of the state, counties, districts, and municipalities respectively.

An increase in the tax rate in the state, or in any given community, fell alike on all kinds of taxpayers.

Under the present system, costs paid by the state fall upon the corporations and other types of taxpayers, but not upon real and personal property owners. Costs paid by counties, districts, and municipalities are supported wholly by real and personal property owners.

It follows obviously that it is to the interest of the corporations paying taxes to the state to keep down state costs.

The efforts of the public service corporations and their agencies have been directed to this purpose since the "division of sources" plan of taxation went into effect in 1910.

The result has been an ever-increasing proportion of public costs falling upon the counties and local communities, and hence upon real and personal property-owners.

* * *

Proposition 1: The present system of taxation in this state is grossly unfair to real and personal property, and thus to the common citizens.

THE result of the unequal struggle between the powerful and organized groups of corporation taxpayers and the unorganized and scattered common-property taxpayers could hardly be other than the condition of affairs which confronts the people of this state at the present time.

Owing to the growth in population, to changes in the purchasing power of the dollar, and to increasing demands on the part of the people for public services, both state and local governmental costs have vastly increased.

But the part of such costs falling upon the common property owner has been, and is, out of proportion to the costs falling upon the corporations.

This inequality has been repeatedly pointed out by state tax commissions, by the State Board of Equalization, and by other individuals informed on the subject. The Final Report of the California Tax Commission¹, published March 5, 1929, gives the average rate on real and personal property as \$1.79 per \$100 of true valuation.

The same report gives the average rate on the public service corporations as \$1.513, a difference in favor of the corporations of \$.277 per \$100 of true valuation.

The Summary Report of the California Tax Research Bureau (a public bureau of the state), published December 1, 1932, estimates the rate on real and personal property at \$1.85, and that on the public service corporations taxed by the state at \$1.54, a difference of \$.31 per \$100 of true valuation, in favor of the corporations.

This Summary Report of the State Tax Research Bureau estimates the rates on the various public utilities to be as follows:

Steam railroad property.....	\$2.24
Short line railroad property.....	1.99
Electric railroad property.....	2.38
Gas and electric company property.....	1.24
Telephone and telegraph company property.....	1.64
Car company property.....	1.47
Express company property.....	3.17
Average for all.....	\$1.54
Average for real and personal property.....	\$1.85

It will be seen that according to the estimates of this bureau the present rates on steam railroads, short line railroads, electric railroads, and express companies are somewhat higher than on real and personal properties.

1. Final Report of the California Tax Commission. Sacramento, March 5, 1929, pages 167 and 185.

The significant thing about the foregoing table is the very low rates on gas and electric companies, and the fact that on the average the rates on the corporations are much lower than rates on real and personal property.

Obviously the entire schedule of corporation rates needs adjustment, and, in the cases of certain utilities, this adjustment should be definitely downward. But the schedule as finally adjusted should fix the tax load so it will fall upon each of these public service corporations in approximately the same proportion as on common property.

Where "corporations" and "organized agencies of the corporations" and similar terms are used in this article, the reference is to the entire group of public service corporations paying taxes to the state. Largely as a group they have participated in the corporation program of activities, and benefited by the unfair tax treatment of real and personal property.

Under conditions growing out of the present general economic situation, certain of these groups, notably the railroad groups, find themselves with unfavorable tax ratios. But sympathy for their present plight should not blind anyone to the fact that the common taxpayer is in a similar plight, and has been for the most part ever since 1911.

Nor should the people of the state, or their elected representatives, permit of adjustments or changes which will react to further unfairness to real and personal property.

Predatory Combinations of Privilege

When corporation groups combine for predatory purposes against the common citizens of the state they ought, in times of their own distress, first of all look for aid and comfort among their own group.

The railroads at present are bearing high rates of taxes, but the adjustment they should seek is to be found by requiring certain other public service corporations—the gas and electric companies particularly—to pay the very large share of state taxes which they are at present escaping, and not by a concerted attempt on the part of the corporation organization to shoulder more of the tax load upon the common citizen.

On the basis of the Tax Commission's Report in 1929, a resolution² was introduced in the 1931 Senate providing for an investigation of the tax situation, and

pointing out that the corporations had, during the preceding biennium, escaped a total of approximately \$20,000,000 in state taxes. This resolution was not adopted.

A conservative estimate (based upon the differences between rates on common property and the rates on corporation property) of the total amount of taxes which the public service corporations have escaped during the period since the passage of the King Tax Bill in 1921 could hardly be set at a figure less than \$45,000,000.

Further Unfairness to Common Property

The differences in tax rates mentioned above show that considerably heavier tax burdens fall upon common property than on the property of the public service corporations. But in order to bring to light the extent of the unfairness to common property involved, it is necessary to examine more closely the situation actually existing at the present time.

It is a time-honored axiom that all taxes eventually must be paid out of earnings; that ability to pay depends upon ability to produce income. Mere possession of property is not evidence of ability to pay.

Large amounts of common property which have little or no income-bearing power are taxed at high rates. As a general thing common property generates a low rate of income. In California, under our present taxing system, common property taxes are assessed in proportion to the value of the property, and must be paid regardless of whether the income generated by the property be little or much. On the other hand, the taxes on the public service corporations are fixed in proportion to the gross income from such properties, and are thus automatically adjusted every year in proportion to such gross income.

A classic example of unfairness to real and personal property because of the factors just described is made available in an historical incident in this state.

In 1913 an unprecedented freeze occurred in southern California, destroying much of the orange crop of that year and many orange orchards as well. It was estimated that the losses to the railroads of the state in shipping due to the freeze was about \$2,000,000. The gross income rate on railroads at that time was

2. See page 1988 of the 1931 Senate Journal. The resolution was introduced by Senator Jones of San Jose.

4%. Thus railroad taxes were reduced automatically \$80,000.

Consider, however, the plight of the orange and lemon growers, many of whom had lost not only their entire crops, but their orchards also. Their taxes remained, excepting for some modification in individual assessments, approximately the same as if no loss of crops and groves had occurred.

* * *

Proposition 2: The present "divided sources" plan of taxation was supported by the corporation groups for the benefit of the corporation groups, and foisted upon the people of California through deception and misrepresentation as to its probable effects.

THE amendment providing for the present plan of divided tax sources was voted into the California State Constitution in 1910. As early as 1905 there was widespread agitation for tax reform which would relieve homes and farms of the unfairly large share of the tax burden they were carrying. In 1908, a divided sources plan (much like the plan ratified in 1910) was presented to the people and voted down by a large majority.

A Campaign of Deception

Between 1908 and 1910 a systematic campaign was carried on to convince the people that the principle of divided sources was a good one to follow in California. The people were told over and over that this plan would "relieve real estate" of much of its tax burden, and that it would "make the corporations pay their fair share of taxes."

It should be of significance to present readers that the corporations generally were in favor of the Amendment of 1910. Says Franklin Hichborn³, writing in 1913:

"The incongruity of corporation support of a measure, the ratification of which was urged on the ground that it would increase the taxes paid by the corporations, thoroughly exasperated those opponents of the measure (Amendment Number One, 1910) who realized what it meant."

Many statements are available from the newspaper and pamphlet literatures of the time which show that many public-spirited men of vision recognized the plan of the public service corporations to lighten their tax burdens at the expense of the common taxpayer. In a newspaper statement issued prior to the election of

1910, Matt L. Sullivan⁴, later a Supreme Court Justice, said:

"Today many of our best citizens usually alert to prevent legislation hostile to the interests of the people, favor the amendment (Number One, 1910) on the supposed ground that it will simplify the system of taxation, increase the taxes of public service corporations, and lighten the burden of the other taxpayers. The corporations, whose taxes are supposed to be increased by the amendment, excepting the banks, are working for its adoption. They have created a fund, which is now being used to convince the people that the taxes of the masses will be reduced if the amendment goes into effect, and that the taxes of the corporations will be correspondingly increased."

Albert E. Boynton⁵, now of San Francisco, speaking against Amendment Number One said:

"A final objection which can be made to the amendment as a whole is that both the largest railroad corporation and the largest street railway system in the state are in favor of the measure and are industriously working for its passage. In the case of the railroad company, their taxes would not be increased, and the taxes of the street-car system would be reduced 20%. No one would accuse these two corporations of not looking out for their own welfare, and the fact that they are so heartily in favor of the measure should warn the people to study it well before they place the seal of their votes upon it."

In spite of many such warnings, the public, caught by the seductive propaganda of the groups of large taxpayers who would profit by the amendment, went to the polls in the general election in November of 1910 and ratified the amendment by a large majority.

Thus the present "divided sources" system of taxation in California was supported by wealth and privilege for the benefit of wealth and privilege, and foisted upon the people of the state through deception and misrepresentation as to its probable effects.

* * *

Proposition 3: This unfair system of taxation has been kept in operation against the recommendations of public commissions appointed to study its effects.

IT was not long after the ratification of the "divided sources" plan of taxation provided for in Amendment Number One of 1910 that many who had industriously worked for the measure began to awaken to the trick which had

4. Mr. Sullivan's statement was given considerable newspaper publicity. Among other newspapers, the Sacramento Bee carried the statement.

5. Mr. Boynton's statement was given wide newspaper publicity at the time.

3. See Hichborn's, Franklin, *The Story of the California Legislature of 1913*, page 68.

been perpetrated at the expense of the people of the state.

In February of 1911, the San Francisco Chronicle, one of the newspapers which had supported the amendment in the general election three months earlier, came out with a statement to the effect that if the people had rightly understood the provisions of the measure, and its probable effects, they would have defeated rather than ratified it.

As early as the 1911 session of the Legislature, which met within two months after Amendment Number One was ratified by the people, a proposed Constitutional amendment was introduced into both houses of the state legislature to repeal Amendment Number One. This proposal failed of passage, as has every other measure of like nature introduced into California legislatures since 1911.

In January, 1917, just six years after the present tax system went into effect, a report was rendered by a special State Tax Commission⁶ which had been established by the Legislature of 1915 for the purpose of studying the revenue system of the state.

The report of this 1917 commission is probably the most fearlessly outspoken document of its kind ever issued in California.

The commission pointed out that none of the claims made for the "divided sources" plan of taxation had been achieved by the system, and recommended complete abandonment of this system of raising revenues.

Since the issuance of the 1917 Commission's report, not a single commission has reported whole-heartedly in favor of the present system. In its Final Report, issued in March, 1929, the California Tax Commission, after a two-year study, reported:

"From the analysis it has made, the Commission is convinced that the system of separation of sources, as established in 1910 by 'Amendment Number One' has outlived its usefulness and should be abandoned."⁷

* * *

Proposition 4: The public service corporations have utilized the weakness in the present system of taxation to unload on other taxpayers much of the tax load which the present system was supposed to fix upon such corporations.

6. See the Report of the State Tax Commission of the State of California, 1917.

7. See Final Report of the California Tax Commission, March 5, 1929, page XXI.

THERE is little room for doubt that the people, when they ratified Amendment Number One in the general election of 1910, believed that under the provisions of the Amendment the public service corporations would have to provide all the revenues for the support of the state government.

The 1910 Report of the Commission on Revenue and Taxation (the commission which was largely responsible for the amendment, and which sponsored it before the people) says:

"The purpose of the amendment is to abolish the state tax on property in general and to supply the state's needs from other sources; namely, the gross earning taxes on public service corporations, and on insurance companies, and the percentage tax on the stock of banks."⁸

Franklin Hichborn, writing in 1913, when the public service corporations were for the first time engaged in an effort to prevent an increase in their own taxes under the 1910 Amendment, says:

"Proponents of the new taxation scheme now contend that the amendment (Number One of 1910) does not provide that the corporations shall provide all of the revenue for state purposes. . . . The contention is correct. . . . However, when the amendment was before the people for ratification, the electors were certainly educated to the belief that the corporations affected were to provide all the revenue necessary for state purposes, in return for being relieved of all county and municipal taxes on their operative properties."

The wording of Amendment Number One on the ballot was of such nature as might readily lead the voters to the belief that the corporations were to support all state costs. The measure was described on the ballot as, "providing for the separation of state and local taxation, and providing for the taxation of public service and other corporations for the benefit of the state."

It has been the policy of the public service corporations, since 1910, wherever possible, to avoid the tax obligations which the voters in-

8. See the Report of the California Commission on Revenue and Taxation, 1910, page 25.

tended to lay upon them when they ratified Amendment Number One.

The corporations have been able to escape these obligations to a very large extent in two ways:

(1) by advancing old forms of state taxes, and by inventing new forms of taxes (paid by others than themselves) to supplement the state's revenues; and

(2) by shifting to the counties and local communities legitimate state costs where the tax burden falls upon real and personal property owners.

New State Taxes

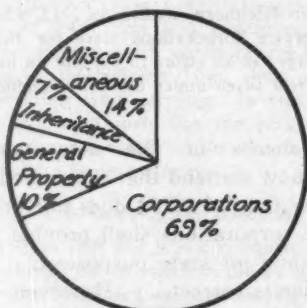
As early as 1915 the inheritance tax was substantially increased. Various forms of new taxes have been invented, the most important from

the standpoint of revenue being the gasoline tax of 3 cents per gallon and the gross receipts tax on motor vehicle carriers which, passed in 1923, are productive of approximately \$40,000,000 annually in state revenues.

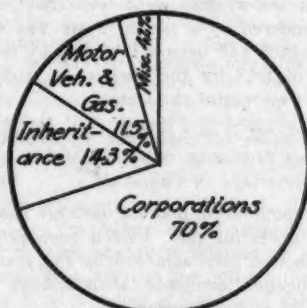
Though the exponents of the "divided sources" plan in the campaign of 1910 claimed that the tax on the corporations would provide for the support of all the state government, and for a state road program, with considerable surplus left over to be distributed among the counties, the entire cost of the state's road program has, since 1923, been shifted from the corporations to users of gasoline and motor vehicles.

The figures in Chart I below show graphically the extent to which the corporations have been successful in shifting their tax obligations to other kinds of taxpayers.

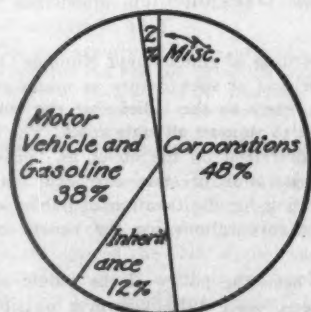
Chart I



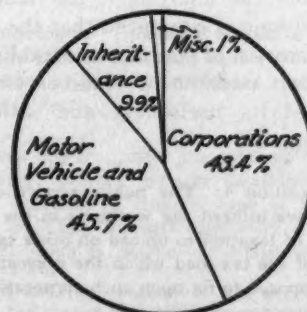
1911-1912



1921-1922



1927-1928



1931-1932

Percentage Distribution of State Tax Receipts by Sources in 1911-1912, 1921-1922, 1927-1928 and 1931-1932

Figure 1 shows that in the year 1911-1912 the corporations actually paid taxes equal to 69% of the state's revenues. In the year 1927-1928 this percentage had shrunk to 48%. In the year 1931-1932, as shown in Figure 4, we find the corporations providing 43.4% of all state revenues.

In other words, during the twenty-year period from 1911-1912 to 1931-1932 the corporations have found means of shifting to taxpayers other than themselves approximately 25.6% of the total costs of state government, or more than one-third of the proportion of such costs borne by the corporations in the year 1911-1912.

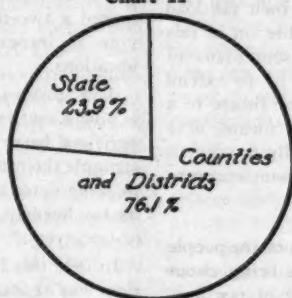
Shifting State Costs to the Counties and Districts

The second method employed by the corporations to escape the tax obligations which the

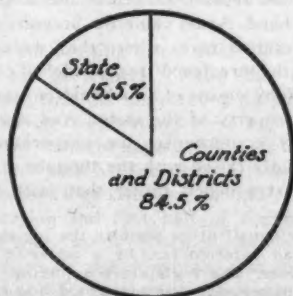
people intended to lay upon them by Amendment Number One of 1910—namely, shifting legitimate state costs to counties and local districts—is as ingenious as the one just described and, in so far as purpose and effect are concerned, like unto it. This has been accomplished largely by requiring the counties and local districts to raise stipulated amounts of money for stated purposes.

The demands of the people for new and increased public services have resulted in legislative action requiring the counties and local authorities to furnish such services. The present method of financing public education provides an excellent example of such shifting. Chart II below presents in graphic form the evidence of such shifting of school costs from the state to the counties and districts.

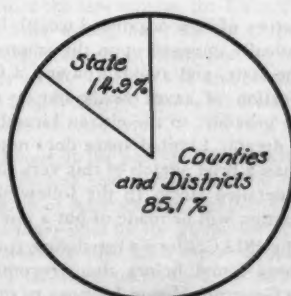
Chart II



1911-1912



1921-1922



1930-1931

Percentage Distribution of Receipts for Kindergarten, Elementary, High School, and Junior College Education Combined, by Sources, 1911-1912, 1921-1922, and 1930-1931.

Note: Prior year balances, federal contributions, and collections for interest and redemption of bonds are not included.

Figure 1 of Chart II shows that in the year 1911-1912, the first year that the "division of sources" plan of taxation was in effect, the state provided 23.9% of the total cost of public kindergarten, elementary, and secondary education. By 1921-1922 the state's share of such costs had shrunk to 15.5%. Figure 3 of the chart, which gives similar figures for the year 1930-1931, shows the state paying but 14.9% of the same costs.

Corporations Shift Taxes to People

Over the 20-year period, then, approximately 9% of the cost of the public schools of the state have been shifted from the taxpayers who pay taxes to the state to real and personal property owners in the districts and counties.

The foregoing figures make it evident that the corporations have been, over a period of many years, industriously shifting their tax load to other types of taxpayers. Farther on in this article it will be shown that present plans of the corporation agencies seem to be to extend this program of shifting in the near future to a still wider range of taxpayers by means of a general sales tax designed specifically to prevent the necessity of an increase in present corporation tax rates.

* * *

Proposition 5: Efforts on the part of the people or their elected representatives to bring about even an approximation of equality of tax burdens between real and personal property, on the one hand, and corporation property on the other hand, have met with the opposition of the public service corporations and their organized agencies, with the result that such efforts have been wholly or partially nullified.

THE story of how organized wealth has systematically imposed upon the common citizens of the state, and avoided paying a fair and just proportion of taxes reads like a stirring drama—or possibly, to the citizen himself, more like a bad dream. Limited space does not permit of more than a brief sketch of this very long and deviously detailed story. In the following paragraphs mention will be made of but a few points.

When the 1913 California legislature convened, the members found before them recommendations from Governor Hiram Johnson to the effect that the tax rates (established in 1911) on the public service corporations should be increased for two reasons, namely,

(1) that the state treasury would be faced with a deficit before the expiration of the biennium unless such rates were raised, and

(2) that the corporation rates were far below the tax rates being then borne by real and personal property.

Powerful Lobby Juggles Figures

To prevent the increases recommended by Governor Johnson, a powerful lobby appeared in Sacramento, with selected and juggled figures, in an attempt to show that the corporations were paying a greater proportionate share of taxes than the general taxpayer, and to insist, on the basis of this showing, that the threatened deficit in the state's treasury should be made up by means of an ad valorem tax on all the property of the state.

In this session, as is still true at the present time, it required only a majority of both houses of the legislature to vote the ad valorem tax⁹ on the general taxpayers of the state, while it required a two-thirds majority of both houses to vote an increase in the tax rates on the corporations.

The story of the tax fight in the 1913 session is now a matter of history, and need not be fully reviewed here. Suffice it to say that after a hard struggle the rates of the corporations were raised to some extent, though not sufficiently to equalize tax burdens between the two different classes of taxpayers.

In 1915 this legislative drama on the tax situation was repeated. The legislature faced again the problem of providing against a threatened state treasury deficit. At the same time it was fully recognized that the taxes paid by the corporations were proportionately much below the taxes paid by the real and personal property taxpayers of the state.

Again the representatives of the corporations were on hand. Again came the pressure to leave the corporation taxes where they were, and to make up the threatened treasury deficit of around \$5,000,000 by means of an ad valorem tax on the general property of the state. And again, as a matter of compromise, the corporation rates were slightly raised with the thought of providing against a deficit rather than with the just

9. The constitution permits the legislature to levy an ad valorem tax, by a majority vote of both houses. The legislature in fixing the tax rates of the corporations has provided that in case the revenues derived therefrom are not sufficient, the State Board of Equalization may levy a state ad valorem tax. This is the situation at present: A deficit appears imminent. If the present legislature fails to make sufficient provision for the state's revenues, the State Board of Equalization will be compelled to levy a state ad valorem tax on all the property of the state.

purpose of equalizing the proportion of taxes paid by the corporations and the real and personal property taxpayers.

As a matter of fact there was much dissatisfaction, on the part of the people who wished to see the corporations pay their fair proportion of taxes, with the rates established by the 1915 legislature. Senator Kehoe said, concerning these rates, from the floor of the state Senate, "The proposed rates for gas and electric companies is an unjust discrimination against the people of California. If the people were in a position to go into court and contest these rates, as a corporation could and would do, such disproportionate rates would not be established." In spite of many protests, however, these rates were put into effect.

THE legislature of 1919 left the tax rates of the public service corporations unchanged. This was not due to the fact that corporation taxes and common property taxes had by any miraculous chance become proportionately equalized. On the contrary the inequalities in burden had been growing even wider since the adoption of Amendment Number One in 1910. Real and personal property tax rates had, during the war period, greatly increased, while during the same period the tax rates on the corporations had, after 1917, remained stationary. But the times were "good," and the increases in local and county tax rates were not seriously felt.

Too, the corporation representatives pointed out that they had been helping to "win the war," and that during the period of the crisis nothing should be done to their tax rates. Thus, with corporation rates left stationary and the rates on real and personal property mounting rapidly, the stage was being set for the dramatic legislative session of 1921.

Before the opening of the 1921 California legislature the tax experts of the state had fully determined that the tax rates being paid by the public service corporations were approximately 35% lower than the rates being paid by owners of real and personal property. On the basis of these figures a Tax Equalization Bill¹⁰ was introduced during the first half of the session to equalize these rates. When the vote was taken the division in the Assembly was 49 for the measure and 30 against; in the senate the division was 30 for the measure and 10 against it.

10. This bill was introduced by Senator Lyman King of Redlands, and is known as "The First King Tax Bill". The "Second King Tax Bill", introduced after the legislative recess, was also introduced by Senator King.

Thus, though the measure had a large majority in each house, and a total majority of members of both houses of 79 to 40, the equalization bill was defeated because a two-thirds majority in each house is made necessary to a revision of corporation rates by the provisions of Amendment Number One of 1910.

AFTER the legislative recess of 1921, another equalization bill (The "Second King Tax Bill") similar to the one defeated during the first part of the session, was introduced. Meanwhile, during the recess, a publicity campaign had been carried on by corporation agencies through the medium of newspaper and other advertising to befuddle the public mind as to the real issues involved in the tax fight.

Charges of extravagance in state government were hurled at the state administration and at the legislature. The public was told that the King Tax Bill would raise the utility rates of the common citizen. Deception and misrepresentation were frantically resorted to in an attempt to enlist public opinion on the side of the corporations.

What has been termed a "billion-dollar lobby" appeared in Sacramento set in purpose to defeat this second attempt to equalize the tax burdens between the public service corporations and the common taxpayer. There followed what was probably the bitterest fight ever waged in a California legislature. Through the staunch efforts of a small group of well-informed leaders the bill was finally passed, receiving in each house of the legislature the bare minimum of votes necessary for the two-thirds majority.

If a single assemblyman or a single senator of the 1921 legislature had switched his affirmative vote at the last minute, the King Tax Equalization Bill would have failed of passage, in which event an ad valorem tax on the general property of the state to the amount of approximately \$16,000,000 for the fiscal biennium would have been necessary.

The result of the passage of the King Equalization Bill was that for the first time since the ratification of Amendment Number One in 1910, average taxes paid by the public service corporations were somewhere near proportionately equal to average taxes paid by real and personal property owners.

Since the passage of the King Equalization Bill in the 1921 legislature, corporation tax rates have remained approximately stationary as fixed by that bill. The corporation license tax was dropped in 1927 and a partially compen-

satory increase (from 1.6 to 1.8) made in the franchise tax rate. In the same year the gross income tax rate on short line steam railroads was modified downward from 7.0% to 5.25%. Other than these slight modifications, no changes have been made in the tax rates of the public service corporations over this period of nearly twelve years.

In the meantime, tax rates on real and personal property have mounted, with the result that again the rates on real and personal property, as pointed out earlier in this article, are much higher than the rates on corporation properties.

Proposed Amendment Nine

Such inequalities became apparent to organized farm and real estate groups within the state as early as 1929 or 1930. These groups carried demands for equalization to the 1931 session of the state legislature. Their efforts in the legislature proving unavailing, they co-ordinated their efforts in behalf of tax equalization with certain other organized groups of the state who were also interested in equalizing the burden of taxation to the relief of real and personal property, and appealed directly to the voters of the state in November, 1932, with a constitutional amendment (Number Nine) providing for the shifting from the county to the state of approximately \$48,000,000 of school support. This measure was defeated by a popular vote of approximately 2 to 1.

IF proposed Amendment Number Nine had been ratified by the people it would have reduced the rates on real and personal property over the state without effecting any immediate rise in corporation rates.

As has already been pointed out near the beginning of this article, the present rates according to the estimates of the California Tax Research Bureau as published December 1, 1932, are, on real and personal property, \$1.85; on public service corporation properties, on the average, \$1.54. This gives an average difference of 31 cents.

The Fight On Number Nine

The shifting of costs called for under proposed Amendment Number Nine would have, on the average, reduced the tax rates (on the true valuation) on real and personal property by approximately 28 cents. This would have taken care of the greater part of the margin of differ-

ence between the tax rates on real and personal property on the one hand and operative property on the other.

ber Nine is too recent to require description. The arguments and efforts of the proponents of the measure were straight forward to the purpose of relieving real estate by shifting approximately \$48,000,000 of county school costs, now made mandatory by Constitutional and legislative provisions, back to the state. The \$48,000,000, however, was not to be raised by increases in the tax rates on the corporation, but by means of taxes on the sale of selected commodities and by taxes on personal incomes.

Real Issues are Ignored

The opposition beclouded the issue with devious misrepresentations of what the effects of the measure would be, and, by means of a state-wide program of propaganda, confused the citizens of the state into defeating it. The two main issues involved were (1) whether or not real and personal property should be relieved of a portion of its tax-burden, and (2) whether an income tax and a selective sales tax were just expedients to resort to for this purpose. But these issues were ignored by the opposition.

THE people were led to believe that the ratification of Number Nine would mean increases in their tax rates. They were told that Number Nine would provide more money for schools, and guarantee larger salaries to teachers. That the measure would have done none of these things made no difference to the opposition.

The opposition also declared that Number Nine would necessitate the levy of a state ad valorem tax. The likelihood of this was remote, and in the event that the whole of the \$48,000,000 had been raised by such a state ad valorem tax, there would still have been a measure of relief to real and personal property, since such a state tax would have fallen on corporation property as well as upon real and personal property, whereas the real and personal property in the state now bears the entire load.

The people were informed (and this was a very telling argument with the voters, though a completely pointless one) that if real and personal property were to be relieved of the \$48,000,000 of annual taxes, the relief would not be permanent; that within a short time they themselves or their elected officials would levy a similar amount upon their property for some other purpose.

Corporation Agencies

At every session of the California legislature the representatives of the various corporations are very much in evidence. These representatives are the paid agents of the various gas and electric companies, transportation companies, and other public utility corporations now paying taxes to the state, and of the banks and insurance companies.

Their presence is to be explained, from the point of view of the companies they represent, on the ground that they are there to interpret to the legislators the points of view of their principals, and to furnish facts and figures, and other types of information, so that the members of the legislature may be fully enlightened before enacting laws affecting the corporations.

At times these agents are found engaged in more or less legitimate activities of this sort. The main function of the corporation lobbyists, however, is to prevent any legislation which will tend to affect the corporations adversely. A proposal to increase corporation tax rates always stirs these agents into active protest, regardless of the merits of the corporation side of the matter. At such times the agents of the corporations are found co-ordinating their efforts—bringing the entire force of their combined influence to bear upon the members of the legislature to prevent the contemplated increases.

The efforts of the corporation agencies against tax increases in the 1913, 15, and 17 legislatures have already been discussed above. At those three sessions these groups, while unable to prevent increases in the corporation rates necessary to provide against a deficit in the state treasury, succeeded in preventing corporation tax increases sufficient to equalize the corporation taxes in fair proportion to the taxes on real and personal property.

AFTER the 1915 session of the legislature a state-wide organization was established known as the **Taxpayers Association of California**. This institution was supposed to represent the interests of all the taxpayers in the state, and it numbered among its membership many common citizens who thought it represented an honest movement to bring efficiency into public expenditures and to keep down all kinds of taxes. From 1915 to 1920 this organization was very active in public affairs throughout the state, and succeeded in sustaining an appearance of impartiality between the corporations and common taxpayers.

In the 1921 session of the legislature, however, the curtain of deception behind which the organization worked was torn aside. The King Tax Bill threatened drastic raises in corporation tax rates.

Under this test the officials of the supposedly "progressive" Taxpayers Association of California in a most militant way took the side of the corporations. The director of this association, which had been posing for five years as the friend of the common people of the state, was asked to name the organizations which he was representing. In his reply he named about a dozen corporations, including the largest and most powerful gas and electric and transportation companies in the state.

Following this expose, the Taxpayers Association of California vanished from the scene of political action. In its place appeared a new organization—the "Tax Investigation and Economy League"—which had hardly started its activities in behalf of the corporations when exposure brought to light that its affiliations were the same as those of the dead Taxpayers Association of California. This short-lived organization followed its predecessor into oblivion.

"In its place" (i. e., in the place of the California Tax Investigation and Economy League), says Franklin Hichborn in a recent article appearing in the *San Francisco News*, "came the California Taxpayers Association; same purpose as its predecessors, same directorate, same character of officials . . ."

"The headquarters of this organization are at Los Angeles. . . . Its agents are in practically every county. It meddles with everything it can get its hands on from public schools to state budgets. For a long time its agents, somewhat imposing upon ordinary human intelligence, insisted that it got no support from the corporations. However, complete exposure out of the mouths of its own corporation agents, in testimony taken before the Federal Trade Commission, has shown such representation to be untrue.

"Mr. A. Emory Wishon¹¹ of the San Joaquin Light and Power Company, for example, testified that his people alone contributed from \$25,000 to \$35,000 a year to the Tax Association."

IN the same testimony to which Mr. Hichborn refers—namely the Federal Trade Commission's investigation of the public utilities—Mr. Wishon designates as the financial supporters of the California Taxpayers Association the

11. See next page for footnote.

"total utility group," and "those who pay taxes directly to the state of California."

In the Proceedings of the Thirty-third Annual Convention of the California State Federation of Labor, published in September, 1932, page 28, appears the following resolution:

"Resolution No. 40, Investigation of California Taxpayers Association.—With the co-operation of Central Labor Councils, the Executive Council carried on an investigation of the activities of this association and its branches.

"All the available evidence seems to indicate that the California Taxpayers Association is largely financed and directed by representatives of the public utility and other corporations actuated by a desire to escape equitable taxation.

"Nor is that the whole of the record of this thoroughly reactionary organization. It is the avowed foe of every form of progressive social legislation, its propaganda being directed even against such humanitarian measures as State aid for the blind and for the aged.

"It regards all such attempts to ameliorate the situation of the unfortunate, to bring something of satisfaction and happiness into their lives, as an idiotic waste of public funds.

"As stated, there is no secret about the financing of the California Taxpayers Association. Its annual budget of approximately \$135,000 is subscribed almost exclusively by the heavy taxpayers. Under the circumstances we have come to the conclusion that it is out of the question to expect disinterested public service from this association."

This California Taxpayers Association has been active in behalf of the corporations during the period since its organization. This organization, as is pointed out in the quotation from Mr. Hichborn, has widespread contacts throughout the state, and enjoys the confidence not only of its principals—the corporations—but

of many common citizens whose taxes are now inordinately high because the corporations during the last twelve years have systematically escaped taxes, to the total amount of approximately \$45,000,000.

Publicity Needed

There are, perhaps, times when it is desirable to refer to a spade as "a garden implement" or by some other euphonious term. Just at present, however, it appears desirable to call it a spade.

The corporation agencies are leaving no stone unturned to prevent increases in the corporation tax rates. These agencies are everywhere trying to deceive the common citizens of the state as to what the real issues in the present tax situation are. The welfare of the common citizen apparently means little to them.

They are attacking the public schools by the insidious methods of deception and misrepresentation. They threaten the principles and practices of humane social activities in behalf of the aged, the blind, and the unfortunates generally.

And this California Taxpayers Association, through still trying to pose as a benign and unselfish influence in the affairs of the state, is assuming leadership in this program.

TO combat this tide of falsehood and deception a campaign in the interest of public enlightenment is necessary. There appears to be either a strange apathy or an excessive timidity on the part of many public-spirited citizens concerning this matter. This attitude of reticence is not lacking among school people whose solemn charge it is, more than that of any other group of citizens, to see that the interests of the rising generation of citizens shall not suffer unduly.

The Real Issues at Stake

The issue in this matter is not whether school costs ought to be curtailed or teachers salaries reduced. The real issue goes deeper than such things. The real issue, in so far as the schools are involved, concerns the survival or destruction of the fundamental principles of public education—principles which the American people have been carefully fostering over the period of many decades.

The final working out of these stirring present issues will bear directly upon the final success or failure of popular government. In the

11. The testimony to which Mr. Hichborn refers in the quotation given above appears in U. S. Senate Document 92, Number 14, published by the United States Government Printing Office, Washington, D. C., 1929. The document covers certain evidence in the federal investigation of the activities of public utility corporations. The specific question and answer to which Mr. Hichborn refers are to be found on page 99 of the published report. The testimony runs as follows:

Question: Now, how much money is paid to the Taxpayers Association?

Answer: (By Mr. Wishon) I should say between \$25,000 and \$35,000. That is an estimate.

In the same testimony the name **California Taxpayers Association** is specifically mentioned in connection with such payments.

present struggle, then, the very foundations of our democratic institutions are at stake.

These issues are not new, nor are the methods used by the enemies of wise and humane social legislation without precedent. These enemies love darkness, for they thrive in the concealment it affords. They feast upon the young, the blind, and the helpless. They are like the microbes that undermine the social health, and eventually bring destruction to nations. But they cannot endure the light. Truth renders them impotent.

The problem confronting forward-looking citizens just now is to make the truth known to the people. Educators should have nothing to conceal. Educational expenditures, made high by the enthusiasm of good times and the influence of cheap money, have already been radically reduced. Still further reductions may be necessary. The citizens of California have the right to decide upon how much schooling their children shall have, and what kind of schools they shall attend. Their decision in such matters, however, should be made in full knowledge of all the facts involved, and not dictated by the reactionary promptings of mercenary groups whose methods are ever to deceive, and whose purposes to protect their own selfish interests. It needs to be continually stressed that every dollar of reduction in school costs should lighten the tax load of common property owners by exactly that amount. There is no honest logic which will justify the reduction of the present obligation of the corporations to the schools even by so little as a single penny.

Educators, like the public generally, have always been prone to endure much, and to accept attack without active resistance. This attitude of non-resistance may be laudable where only their own interests are at stake. When, however, as at present, the rising generations of California citizens are threatened with a curtailment of their rights and opportunities, the time has arrived for open warfare in behalf of the accepted principles of American political and social democracy.

Minor differences which have led to bickering and squabbling of a petty nature should be forgotten, in order that the united educational forces, combined with the public-spirited lay citizens of the state, may save for the children of California an educational heritage suitable to

prepare them to meet the individual and social problems of modern life.

* * *

Proposition 6: The principles of equality and justice in taxation are at present seriously threatened with further violation; and unless the common citizens of the state are awakened to decisive action they will shortly find themselves bearing even heavier tax burdens than at present, to the end that the public service corporations may be protected from the threat of increased taxation.

WITH Number Nine defeated, we find the problem of the equalization of tax rates still unsolved. Real and personal property rates, according to the latest estimates of the California Tax Research Bureau (December, 1932) are approximately 20% higher than the rates on the public service corporations. At the same time, the chances for tax relief to the common citizen from the coming legislature seem rather remote.

The state treasury faces a deficit which has been variously estimated between \$5,000,000 and \$50,000,000. As has been pointed out above, when deficits appeared imminent in 1913, 1915, 1917, and 1921, the respective legislatures of those years resorted to the obvious expedient of increasing the tax rates on the gross incomes of the public service corporations. Thus far (and the legislature will convene within a month from the time of this writing) no hint has come either from the state administration or any of its spokesmen to the effect that increased rates on the corporations are being contemplated.

Mention has, however, been made several times of the probability of a sales tax. And this move toward a sales tax explains the opposition of corporation influences to the proposed Amendment Number Nine. If Number Nine had carried, and the proceeds from a sales tax and an income tax has been used to provide tax relief to real and personal property, the problem of making up the present threatened treasury deficit would have presented a state ad valorem tax as the only alternative to increasing the rates on the public service corporations.

At the present time, it seems improbable that the state legislature would increase the taxes of the common citizen by means of a state ad valorem tax, without increasing to some extent the rates on the public service corporations. The corporation group were not willing for the proceeds of a sales tax and a personal income tax to be used to relieve real and personal property because they planned to use the proceeds of a sales tax to provide protection to corporation property.

TODAY the common citizen of California begins the new year, 1933, paying higher tax rates than the public service corporations, and with the gloomy prospect of paying a sales tax as a result of the action of the coming legislature—paying a sales tax, let it be remembered, to protect the public service corporations against the necessity of having their tax rates (already much lower than his own) raised.

Nor is this all of the gloomy picture. The organized interests that pay taxes to the state are seemingly determined to rid the constitution of the bugaboo of "fixed charges." Now these "fixed charges" consist of constitutional requirements relating to the use of state and county funds, chiefly funds for public education. If those funds were not now "fixed" in the constitution, the state, facing as it does a threatened deficit, would in all probability repudiate at least a large part of its obligation to the schools of the state.

If the organized interests mentioned above are permitted to eliminate the provisions of the constitution relating to these so-called "fixed charges," there is a strong probability that the entire burden involved in the support of the public schools will eventually devolve upon the county and local districts, and hence upon the real and personal property owners.

The common citizens of the state were duped into voting upon themselves an unfair taxing system when they adopted "Number One" in 1910. They have been opposed by trickery and deceit throughout the years since that original blunder of 1910, to the end that they have continually carried heavier tax-burdens than have the corporations. And in the November election of 1932 they were inveigled by propaganda into voting away the prospect of tax-relief.

The next move on the part of the corporation groups is this one of eliminating "fixed charges." They will again need the support at the polls of the common citizen, and they have already made their first appeals on the seductive promise of tax relief.

The only tax relief that can result from the elimination of "fixed charges" is tax relief for the corporation groups. Cutting down the state's contribution to education must increase the local tax burden of the common citizen.

A brief examination of a few statistics will make the foregoing statements fully evident. According to figures provided by the State Department of Education, the total of district receipts for kindergarten, elementary and

secondary education in the year 1930-1931 amounted to \$182,741,751.63. Of this amount \$27,314,181.47 came from state taxes, \$40,796,438.94 came from general county taxes, and \$113,740,433.60 came from school district taxes levied upon real and personal property.

IT is claimed by the corporations and their agents that "fixed charges" must be removed from the constitution before tax relief can be had. This ridiculous statement is being spread for popular consumption when, from the standpoint of the common property owner, the very opposite is more nearly true. Consider the following figures:

Total "fixed charge" of the state for public education in the districts (supported largely by corporation taxes)\$27,314,181.47

Total "fixed charge" of the counties for education in the districts¹² (supported by taxes on common property in the counties).....\$40,796,438.94

District expenditures for education which are not "fixed charges" (supported by taxes on common property in the district).....\$113,740,433.60

With the above figures in mind let us consider the possibilities of tax reduction:

(1) Without a constitutional amendment the state's contribution cannot be reduced, for that is a "fixed charge"—a charge fixed by the votes of the people of the state as the obligation of the public service corporations to the public schools of the state. The owners of real and personal property do not pay this state's "fixed charge" and would not benefit if it were reduced.

(2) The county's contribution is a "fixed charge" and cannot be reduced without a constitutional amendment. This tax is paid by the real and personal property owners of the county. It was fixed upon the entire county for the purpose of helping out certain very poor districts which otherwise could not afford to keep a school open.

(3) The remainder of the district expenditures is not fixed. This \$113,740,433.60 was raised

¹² The total amount of "fixed charges" on the counties was somewhat (probably \$3,000,000 to \$4,000,000) less than the figures given. The exact figure is not available. The entire county contribution to education is used here as a "fixed charge" in order to demonstrate the supreme ridiculousness of the claim that "fixed charges" must be eliminated before tax reductions can be made.

largely by a tax on real and personal property, and it can be reduced by any amount the people desire without the necessity of any change in the present constitution.

Thus school expenditures could, in 1930-1931, have been reduced by \$113,740,433.60 without any change in the present constitution.

This, however, would not satisfy the groups who are clamoring to eliminate "fixed charges" from the constitution for the reason that the corporations would not share in this saving. Corporation taxes for schools cannot be reduced until the constitution is so amended, but district taxes for schools can be reduced by any amount the people desire without conflicting with the constitution. The so-called "fixed charges" are the only guarantee the common citizen has that the corporations will help to support schools.

Let the reader remember that the average tax rate on real and personal property is at present \$1.85 per \$100 of true valuation, while the average tax rate on corporation property is only \$1.54—31 cents cheaper.

What a Reduction in Fixed Charges Would Mean

Dr. Vierling Kersey, Superintendent of Public Instruction, some time ago stated that school costs are being reduced this year 1932-1933 not less than \$27,000,000. Under the California Constitution, as it stands at present, the benefits of this entire saving of \$27,000,000 go to real and personal property. The corporations do not derive a cent of benefit from this reduction in school expenditures.

Let us see what would happen if the proposal to reduce the "fixed charges" by 20% were now actually in the constitution. The following items become of interest.

Total saving	\$27,000,000
20% reduction in states contribution..	\$5,462,836
20% reduction from county's contribution	\$8,159,287

The remainder of the \$27,000,000
would be left as a district saving....\$13,377,877

The summary of savings would read as follows:

Saving to corporation property.....	\$5,462,836
Saving to real and personal property	\$21,537,164

UNDER the constitution as it now stands the entire saving of \$27,000,000 is used to bring tax relief to the common taxpayer. The move to eliminate "fixed charges" for schools from the constitution is an attempt on the part of corporation groups to participate in tax relief which of right should be shared only by over-burdened real and personal property owners.

The Move to Abolish Adult Education

Adult education, like public education generally, constitutes a fixed charge¹⁴ on the state, and hence on the corporations paying taxes to the state. Probably never in the history of the state has there been greater need for adult education than at present. With thousands of adult citizens out of employment, the opportunity of improving upon their enforced leisure is offered by the night school. But the same corporations which have turned away from employment thousands of working men and women, now propose to deprive such citizens of the opportunity of attending a night school during the period of their unemployment.

It is not proposed, however, to do away with the evening school entirely. The proposal is to make the evening school self-supporting. This is not an evidence of consideration on the part of the sponsors of the proposal. They don't care how much education the people have, so long as they themselves escape the costs of it.

To the thinking man or woman it is sheer nonsense to speak of making adult education self-supporting. To attempt this would lead inevitably and immediately to the total discontinuance of this type of educational activity.

The Move to Limit the Advantages of Higher Education

THERE was a time in the history of higher education in the United States when the college and university student was expected to pay all, or a large part of, the costs of his instruction. The college and university population in those days was limited to a relatively small number of students whose parents could afford to pay such costs.

14. That is, the average daily attendance in the evening school is counted in determining the state's contribution to the districts.

Gradually it dawned upon the public mind in this country that the "brains" of young men and women are not dependent upon the economic wealth of their parents. It came to be recognized that a system of higher education supported by charges against the students was unsatisfactory.

In the first place, such a system is undemocratic, in that it tends to limit advanced training to the relatively small portion of the population who can afford to pay the costs of such education.

In the second place, it is socially wasteful in that large numbers of young men and women of superior mental abilities are prevented by such costs from obtaining the advanced training necessary to realize upon the possibilities inherent in their superior mentalities.

In view of such considerations the American public generally has accepted the principle that higher education must be free. In California the acceptance of this principle has been worked out through a system of higher education diversified to meet the requirements of the many types of students seeking training above the high school level.

It is now proposed to make these higher institutions partially self-supporting by means of tuition charges against the students attending them. This proposal is definitely reactionary, definitely in opposition to democratic theory and practice. And this movement originates with those groups who pay taxes to the state. It is part of their reactionary program to get rid of as much as possible of the obligation which the people of California have attempted to fix upon them.

The results of this program, if put into effect, are plainly to be seen. The lower division students of the university and the colleges will be forced into the various junior colleges, where the costs of their instruction will fall largely upon the real and personal property owner. At the same time, the attendance in the upper college and university levels will eventually be reduced to the relatively small number of students who can afford to pay the tuition costs demanded of them. Thus will be the purposes of the corporation groups to relieve themselves of as much as possible of the present costs of higher education be achieved.

Other Proposed Reductions in State Expenditures

The proposals discussed above are entirely in keeping with proposals to reduce state aid to

the aged, to the blind, to the tubercular, and to other unfortunates. In the words of a resolution recently made public by organized labor in this state, all "attempts to ameliorate the situation of the unfortunates" are regarded by the corporations and their agencies "as an idiotic waste of public funds."

But the general public does not take this view. If such activities on the part of the state are curtailed or discontinued, they will inevitably be assumed by local and county agencies. This will mean, of course, the shifting of the costs of such humane social activities from the corporations to the owners of real and personal property.

THE common citizens of California are acutely aware of their tax burdens. Outwitted by the corporations in the struggle for tax relief, they are in doubt about what to do next. An insidiously malicious propaganda is being used to divert their attention from the true causes of their tax difficulties—the inequalities in tax rates discussed all through this article—and to turn their minds against the agencies of social service which hold out to the common citizens and their children not only present benefits, but virtually their only hope for the future.

If this propaganda succeeds, it is the common citizen who will suffer most; and it is he who will eventually regret it most. Social agencies for the amelioration of the suffering and distress of his fellow citizens have become an irradicable part of his social philosophy.

Eventually he will insist upon the extension of such activities, rather than upon their curtailment. Nor will he long be content for his children and those of his neighbors to get their start in life in an inferior school. The groups who are bending their efforts to influence him just now have nothing to lose.

They do not need social assistance, and they can well afford to pay for the education of their children. But the same is not true of the common citizen.

And when the time for better thinking arrives, the common citizen will find himself under the necessity of beginning anew the long bitter battle to force the groups of wealth and privilege again to contribute of their abundance to the relief of the less fortunate, and to the support of public education for all the children of all the people.

Emma Marwedel: 1818-1893

Pioneer of the Kindergarten Movement on the Pacific Coast*

FLETCHER HARPER SWIFT, *Professor of Education*

University of California, Berkeley

The child is man's civilizer, purifier and redeemer.—EMMA MARWEDEL

*Note. Professor Swift has spent over a year assembling the basic facts of the life of Emma Marwedel. At the time he began his work, the date of her birth, the names of her parents and many other equally important data were unknown. Thanks to the cooperation of Dr. von Hentik, German Consul-General at San Francisco, Professor Swift secured from Munden, Germany, Emma Marwedel's birthplace, a copy of her birth certificate and other important facts. His complete account has been published recently by the University of California as No. 2, Vol. 6, University of California Publications in Education.

ON Friday, November 17, 1893, there lay dying in the German Hospital, in San Francisco, an elderly woman nearly 76 years of age. Throughout this, her last illness, she had displayed a pathetic eagerness to live and to do, a feeling that her life work had not yet been accomplished.

Even at the time of her death, she was full of plans and ideas which she intended to give the world. Her friends heard her say, "Oh, I want to live, I have so much to accomplish."

She implored former pupils who came to see her to keep the lamp of Froebel burning brightly and to be true to his highest ideals. Her last words to a group of kindergartners who visited her were, "Have faith in the kindergarten, strive to represent Froebel in his essence. I believe in the power of the kindergartner to reform the world."

On Sunday, November 19, the funeral services of Emma Marwedel were held in the Oakland Unitarian Church. Two months later her earthly possessions were sold at public auction at her late residence in Berkeley. Such was the end of one of the noblest and most sacrificing of women,—a woman who may justly be regarded as the mother of training schools for kindergartners on the Pacific Coast, and who, through years of sacrifice and unrelenting toil, had played an important and heroic part in spreading abroad, first in Germany, and then in the United States, the new gospel of childhood and womanhood espoused by the great prophet of modern educational reform, Friedrich Wilhelm August Froebel.

Emma Jacobina Christiana Marwedel was born February 27, 1818, in the ancient and picturesque city of Munden, in the province of Hanover,

not far from Gottingen, Germany. She was one of five children born to Captain Heinrich Ludwig Marwedel and his wife, Jacobina Carolina Christiana Maria Marwedel. At the time of her birth, her father was Assistant Judge (Amtsassessor) of the District of Munden. It is probable that his title of Captain had been acquired by service in the English army.

Little is known of Emma Marwedel prior to her coming to America. "When a mere girl she lost her mother, and a large share of household work, together with the care of her brothers and sisters, fell to her lot."

"On the death of her father, left without sufficient means, she went to work. The idea of an officer's daughter working!"

The all-important question as to where Emma Marwedel received her training as a kindergartner must, for the present at least, remain unanswered. Certain writers and some of her intimate friends assert that she was a pupil of Froebel himself; others, not of Froebel but of his widow, Frau Froebel. A study of all the data and testimony available would seem to support the latter view. However, it is entirely possible that Emma Marwedel had been a pupil, first of Froebel and then of his widow.

Despite the meager opportunities open to women in Germany for higher education during Emma Marwedel's life time, and despite also the difficulties besetting the path of any woman who might attempt to enter

1. Albin Putzker, "A Devoted Kindergartner": *The Pacific Educational Journal*, vol. 10, pp. 2-5.

2. Quoted from a personal letter to F. H. Swift, written by Mrs. May Benton MacLafferty, November 13, 1930.



public life, Emma Marwedel, in 1864, was elected in Leipsig to the board of directors of an association for the promotion of public education, and the following year became a member



Emma Marwedel, one of California's most distinguished school women

of the first German association for the advancement of women.

It was about this time that, inspired by an interest in the problems of working women, Emma Marwedel spent over a year traveling through England, Belgium and France. On returning to Germany, she published a small volume entitled "Why Do We Need Female Industrial Schools and How Shall They Be Established? Presented from the Social Standpoint of our Time."³ This small volume aroused great interest, not only in Germany but in foreign lands as well. Elizabeth Palmer Peabody deemed it worthy of a careful review which appeared in the May issue of Harper's New Monthly Magazine, 1870.

IN 1867 Miss Marwedel was elected Directress of the newly-established Girls Trade School in Hamburg, and at the same time conducted a kindergarten. It was in this year that Miss Peabody journeyed to Europe for the sake of gaining, as she herself states, "a true conception of the philosophy and practices of Froebel."

3. Warum bedürfen wir weibliche Gewerbeschulen und wie sollen sie angelegt sein? Erläutert vom socialen Standpunkte unserer Zeit von Emma Marwedel, Oberlehrerin an der weiblichen Gewerbeschule in Hamburg (Hamburg, H. Gruenig, 1868), p. 30.

Years later she wrote, "It was Miss Marwedel who, in 1867, first introduced me to Froebel's genuine kindergarten in the city of Hamburg and inspired me with the courage to make it the main object of the remainder of my life to extend the kindergarten over my own country."⁴

Miss Peabody succeeded in persuading Miss Marwedel to come to America to join in extending the doctrines and practices of their common master teacher. Failing to find, upon her arrival in America, the opportunity she had expected for kindergarten work, Miss Marwedel established in 1870 near Brentwood, Long Island, a women's co-operative self-supporting industrial training school.

Following the speedy failure of this institution, she went to Washington, D. C., where from 1871 through 1875, she conducted with great success a school of industrial arts, a German-American kindergarten, and a Froebelian training school. During these four years she enjoyed the confidence and patronage of many of Washington's most distinguished citizens, including Congressman James G. Blaine, Congressman (later President) James A. Garfield, Senator John Sherman, Senator William Sprague, and Mrs. Carl Schurz.

Had Miss Marwedel's nature been such as to be satisfied with success as ordinarily measured, she would probably have remained in Washington many years, but by temperament and choice she was essentially a missionary. When, therefore, a call for a kindergartner to go to California came from the Froebel Union of New England, Emma Marwedel was quick to respond.

Although sponsored in this new venture by the Froebel Union and the Bureau of Education, it was undoubtedly the renowned club woman and social leader, Caroline B. Severance who was most directly responsible for Emma Marwedel's migration to the Pacific Coast.

Miss Marwedel reached Los Angeles in 1876 and there established a kindergarten and the first kindergarten normal class to be conducted in California. This class, which numbered only three pupils, included Katherine Douglas Smith (to be later known as Kate Douglas Wiggin), Mary Hoyt, and Nettie Stewart. At the end of two years, dissatisfied with the small interest her work had aroused in Los Angeles, Emma Marwedel moved to Northern California, where

4. Extract from a letter included among the endorsements appended to Emma Marwedel's volume *Conscious Motherhood*, D. C. Heath and Co., 1889.

she established kindergartens and classes or schools for training kindergartens, first in Oakland in 1878, and then in Berkeley in 1879.

In 1880 Miss Marwedel moved her Pacific Kindergarten Normal School to 1711 Van Ness Avenue, San Francisco. Here she conducted her Normal School from 1880 to 1886 (?) and in connection therewith a model kindergarten and a primary school.

After retirement from active teaching, until the close of her life, Emma Marwedel devoted herself to writing, lecturing and the improvement of her system of kindergarten materials. Her later years might have passed in comparative comfort and ease, thanks to a pension provided by Mrs. Phoebe Hearst, but we are informed that instead of using this pension for herself, she expended it largely in an attempt to improve and popularize her system of kindergarten materials.

How her zeal and devotion to the cause to which she had consecrated her life triumphed over all situations is revealed in the circumstances under which, in 1882, at the age of 64, she journeyed to Madison, Wisconsin, from San Francisco, to attend a meeting of the National Educational Association at which a department of kindergarten education was to be organized. "Her finances, always limited, were at ebb tide but, nothing daunted, she undertook, during the heat of July, the long journey from San Francisco to Detroit in a common caboose, attached, if I remember aright, to an immigrant train."⁵

Emma Marwedel died at the German Hospital (now the Franklin Hospital) in San Francisco, November 17, 1893. Her grave in the Mountain View Cemetery, Oakland, California, is marked by a monument consisting of a cube, cylinder, and sphere, carved in granite.⁶ An oil portrait of her hangs in the library of the School of Education at Leland Stanford University.

IT is impossible to measure the importance of the work and influence of Emma Marwedel. She represented the traditional, symbolistic, sense-training type of Froebelianism. Neverthe-

5. Elizabeth Harrison, "Miss Emily Marwedel," National Education Association Addresses and Proceedings, 1894; 239-240.

6. The inscription on Emma Marwedel's monument incorrectly gives 1817 as the year of her birth. Thanks to contributions from the national kindergarten sorority Delta Phi Upsilon and from the Southern Section of the California Kindergarten-Primary Association arrangements have been made to have this error corrected and to add a bronze tablet indicating Miss Marwedel's birthplace and the names of her parents.

less, her ideas and her efforts extended far beyond any single school of thought.

With a vision far greater than that of many of the early leaders in the kindergarten movement, she maintained that the principles of Froebel were applicable to every phase of human life and to every educational institution from the kindergarten through the university.

Her life was animated by the belief that through the kindergarten, and the extension of Froebelian principles to the home, to motherhood and to the higher levels of education, particularly through the industrial arts, lay the path to the prevention of crime and the regeneration of human society.

These ideas she embodied, not only in her teaching activities, but in numerous writings, most notably in her greatest work, **Conscious Motherhood**. By her educational writings and by her addresses she aided in promulgating throughout the United States the ideas, not only of Froebel, but those of Seguin, Preyer, and other foremost educational philosophers and psychologists of her day.

She thus became one of the most important educational pioneers, not only in the kindergarten movement, but in the extension of progressive ideas affecting every field of education.

Industrial education, vocational education and guidance, parental education, are a few of the many movements which we of the present day are inclined to regard as recent developments, but all of which were given definite consideration and support in the philosophy and efforts of Emma Marwedel.

* * *

A Teacher's Lament

MARGARET D. LONGLEY, Glendale

THERE'S book week and thrift week
And American Education,
Humane week and health week
And forest conservation!

There's bird week and flag week,
The week of fire prevention,
And this week and that week
Far more than I can mention!

There's temperance week and safety week,
The week of children's feeding,
But, oh, for one little week
When I could teach some reading!

What We Owe to Our Children

ALTA K. WEST, Cedar Brook



YES, Mary, I am glad you are so favorably impressed with Johnnie's teacher, and you will not wonder at the plainness of her gowns, when once you understand the burdens she must carry.

There are some very near and dear to her who must depend on her for their daily bread, and you know that our school, as many others, only pays the teacher during the actual school term.

Even then, she must pay excessive board bills, partly because she is a woman, and must be in her room much of the time, when she is not at school, or out with the children.

Then, there are many other demands we make upon her purse, such as giving the children and us as well a picnic, a hallowe'en frolic, a Christmas entertainment, or some other special event.

Too often, we accept these favors as a matter of fact, without even thanking her for the time, labor, and expense she has taken for our pleasure.

Often, too, when the school funds are low, she will buy needed supplies for the children, rather than let them do without the advantages that other schools enjoy.

The tragic part of it all is that her salary is insufficient to meet these demands, and she seldom has money enough to start on her summer vacation, let alone, enough to carry her through the months of non pay.

The result is that she and her dependents must live through the summer months on her borrowed money, which she must pay her bank with interest, during her fall and winter's school months. It is time that we are waking to the fact that our demands upon her are greater than the remuneration she receives.

She spends her school year with us quietly going about her duties, isolated from home and loved ones, and from companionships whose ideals are congenial with hers. She gives our children her interest, sympathy and love, and carefully trains them in both intellectual and moral development.

Her influence in character building is daily increasing, and by precept and example, instills the highest ideals of the nation and of humanity, and is, next to the parent, indispensable in the lives of the children.

A LARGE part of her summer is spent in college, that she may return to us richer in knowledge and spirit, even though her purse is quite depleted by the added expense.

She is giving all for us, without even the assurance of knowing, from year to year, that she may return again. Her experiences may be duplicated by thousands of our teachers.

Do we not owe it to our children to see that she is sufficiently paid, that she can well afford to equip herself with the best that our state and community demands she shall give to our children?

The chief educational purpose being, "Training for better citizenship," the state should bear a major part of the expenses, stabilizing schools, assuring teachers of living wages, and relieving local taxpayers. Our children's educational opportunities must be maintained.

* * *

High School International Clubs

MISS PERLE SANDERSON, Colusa county superintendent of schools, reports a very interesting program furnished by high school pupils at a recent meeting of Colusa parent-teachers association. Five-minute talks were given by six students, each discussing an extra curricular activity.

For example, one of the students spoke on

Why I Belong to the International Club

"MY personal situation in reference to the Colusa High School International Club may not fit all individuals; but I believe that in using my personal case as an example, the advantages of belonging to the International Club will be covered.

"I am extremely interested in travel and the benefits derived from travel, when done with educational purposes in mind. From travel and hearing of others travels an individual learns possibly as much as from a history text-book.

"The problems of the world, and understanding of the various peoples, the physical nature of the land, the influences of things of the past on the present, and are all recognized by the watchful and interested traveler.

"The International Club offers through its branch offices an opportunity for all members to secure foreign correspondence with nearly any desired country. Through this source I have established a very interesting and profitable correspondence with a French boy.

"I have learned much. I consider time spent with activities of the International Club is very usefully invested."

Flowers

A Unit of Work Adaptable For All Grades

ANNIE PERNT JACKSON, *Anaheim*

Objectives

1. To develop in the children a greater appreciation of the native flowers of their state (many of which are commonly considered as "weeds").
2. To make them aware of the unity and order in the flower kingdom.
3. To learn something about the various parts of the flower.
4. To learn something about plant care and methods of improvement.

Situations Out of Which Unit of Work May Arise

1. If the school is a rural one, the children will undoubtedly pick wild flowers on their way to school. An interesting discussion could result from this some morning.
2. The teacher may press and mount a few flowers and show them to the children. They would naturally decide they would like to press some, too. The unit could be started with the making of the presses.
3. There are many delightful poems and stories of flowers. After reading one to the children they would probably want to tell about their own observations.

Suggestive Activities

Class

1. Reading for information.
2. Learning about the various parts of the flower, and, in the upper grades, learning enough to be able to recognize members of certain families.
3. Studying arrangements of flowers in gardens and in vases or baskets, with regard to suitability, color harmony, balance, etc.
4. Studying Luther Burbank's work with plants.
5. Listening to poetry, stories and reports.

Group

1. Planting flowers and taking care of them.
2. Having a contest in the arrangement of flowers in vases.
3. Making a book of the flowers found in their community.
4. Originating a flower play or pageant, and participating in it.
5. Making costumes for the play.

Individual

1. Gathering, classifying, pressing and mounting wild flowers.
2. Making presses.
3. Making artificial flowers.
4. Drawing and painting.

5. Memorizing poetry.
6. Writing stories or poems.
7. Giving reports of interest to the other children.
8. Collecting flower designs found in magazines, etc.
9. Making a collection of various leaves.

Probably Outcomes

Knowledge

Knowledge of:

1. Parts of flower.
2. Classification.
3. How flowers grow.
4. Luther Burbank's work.

Skills

Ability to:

1. Read for information comprehensively.
2. Arrange flowers artistically.
3. Originate designs.
4. Make original paper flowers.
5. Make flower presses, lattices, etc.
6. Plant and raise flowers successfully.

1. All children should be taught to gather wild flowers only with great restraint; **not** to pick any needlessly. Many California wild flowers have been well-nigh exterminated in settled areas through heedless ravages of picnickers and "hikers." Flowers are for seed, for reproduction, not primarily for human aesthetics. Only abundant species should be plucked.



San Francisco in 1854; from an old print; drawing by Ray Bethers

Appreciation

1. An appreciation of the beauty and usefulness of the flowers in the children's own community.

Pressing and Mounting Flowers

Presses should be made the size of the paper on which you wish to mount the flowers. Place two laths, the length of your paper, parallel to each other. Nail several pieces the width of your paper at right angles to the first two. They should be nailed about two inches apart. These spaces will allow more circulation about the specimens and thus insure quicker drying. Two of these racks are needed to make one press.

Pick your flowers with a generous amount of stem and leaves. If the plant is small, include the roots.¹ When you have several flowers of the same kind to choose from, always select the one that is the most characteristic of the species.

After it has been picked and classified, place your flower as artistically as possible on a large blotter the size of your press. In case you cannot obtain the blotters, you may substitute several layers of newspaper with an absorbent surface. Place all flowers between separate papers, and then put the collection between the two racks. On top of this keep something very heavy. Change the blotters and newspapers every day and dry the damp ones.

When a flower is thoroughly dried, place it on your mounting paper. Cut a piece of adhesive fabric into tiny strips not over one-sixteenth of an inch wide. With these strips, paste your specimen to your paper in several places.

In a lower corner of each mounting, have a "herbarium" label, giving the family and species of the flower, place and date found, and the name of the collector.

...

A George Washington Garden

MRS. IRMA E. HAYS, *Pomona*

HAMILTON school has a living memorial to the Father of our Country. A group of little Mexican children have been happy for months at this school, planning and developing a miniature garden. They call it their George Washington garden.

The care of a Catalina cherry-tree, planted by the school on the twenty-second of February, was the inspiration of their endeavor.

An old, neglected bird-bath, rejuvenated, was put to use and forms the attractive center of the plot. Through a real sense of beauty and a happy disregard of time, the children have turned a barren spot into a lovely thing. After weeks of patient waiting, bright new grass and gay blooms reward their efforts.

Practical values as well as esthetic have been gained by this group's activity. Early in the spring, vegetables planted and sold, furnished

the funds for the seed and plants used in the garden.

The great patriot, I'm sure, would be happy, could he see the children at work in the little garden named in his honor.

Pan

Contributed by Mrs. Edith Cheever, Latin teacher, Redlands junior high school. Original poem by Nancy Moseley, eighth grade student; written for a project in classical mythology.

THE playful wind that gaily blows
The shepherd and his trusty sheep
Do wander on in aimless way
Through grass so long and green and deep.

Just where the grass is longest
Behind a giant root
Sits Pan, the queer old god of flocks
A-playing on his flute.

Half-goat, half-man appears
This god so strange indeed.
He plays upon a syrinx
Made from the rush and reed.

For Syrinx once he loved
A nymph both good and fair
But she did not return his love
And left him standing there.

In vain pursuit he ran
With all increasing speed
But ere he reached her side
She stood, a swaying reed.

With sadness rare, profound,
He gazed upon the shade
Where she had been a second since
Then flute of reeds he made

And so, just where the grass is longest
Behind a giant root
Sits Pan, the god of wand'ring flocks
A-playing on his flute.



A Musical Vocabulary

JESSIE M. KLINE, *Berkeley*

For a number of past years there has been in the University of California a woman, in the music work, who has, in the opinion of the writer, the very last word in musical training for children.

Olive Wilson Dorrett has been known for some time through her three books: *Rhythmic Dances*, *Rhythmic Games* and *Rhythmic Songs for Children*, in which Mrs. Dorrett deals with rhythmic work. This is unique in itself because it is planned, built and carried out in a way quite distinct and different for she begins and builds from child-view-point "up" instead of from the adult view-point "down."

THIS article has to do with a phase of Mrs. Dorrett's work in which she stresses the building of a musical vocabulary.

The child begins very early to form a vocabulary of language to be used in his later experiences and it is possible for him to be guided into a musical vocabulary to be used likewise in his later musical experiences and if his music can be to him a language through which he can express himself, it, too, becomes a joyful, pleasurable and therefore a valuable part of his everyday life.

A musical vocabulary necessarily contains tones and all the symbols needed to express those tones, notes, rests, staff, meter, et cetera; but we are concerned more especially with what might be termed the highlights or the presentation as it differs from other ideas of what constitutes a well planned, profitable, at the same time interesting, music lesson.

As in our language a sentence is more valuable than mere words, so the most important feature of our musical vocabulary is the developing of a perfect scale tonality. Whether the child is a future instrumentalist (band or orchestra) or whether he is to be a member of a choral group, he should be able to both hear and sing not only a perfect scale but scale intervals. Here, as in mathematics, the word perfect is used advisedly. 3 and 2 must be taught first, last and always as 5, so in our music it is quite necessary that the child's first experience with hearing the music scale should be a perfect scale.

It is the developing of this scale tonality that is so interesting in Mrs. Dorrett's way. Chosen points have been listed, not so much from importance of their presentation as a desire to show things possible for any music teacher to use, to give added interest to her music work.

1. Tones of the Scale

A. Beginning with the tones of the tonic chord (1, 3, 5) the child is encouraged to make little music

stories, for example: "See my ball," "Hear the wind," "Dogs can bark." These are merely expressions of the child's own experience; but guided into a rhythmic pattern, for instance, "See my ball" is two swing (See my b-a-l-l) while "See my new ball" is three swing (See my new b-a-l-l). These are first sung on 1 or do of the scale. With the addition of 5 of the scale as 11/5—// or 55/5// or 551/5//, etc., the melody has a bit more variety and in adding 3 of the scale a splendid variety and also a valuable chord feeling can be had.

B. An interesting drill through the play or game spirit can be given in the game, "Hide and Sing." Teacher hides small number disks representing the tonic chord (1, 3, 5), children hunt the numbers; when they find one it must be sung correctly to the teacher or the child forfeits it. The one having the most numbers at the end of a given time wins the game. The children love this game. (If this game is used with a large group have numbers selected from individual piles on the desks then held to view; if correct it is placed in a stack for counting.)

C. When the tones 1, 3, 5 are familiar the other tones of the scale are added in the order, 4, 2, 6, 7; 8 is, of course, taught in connection with the "do" group. Here again the play spirit predominates.

If you use the new tones as visitors with the "do" group, it adds much interest, for example, in the melody 1, 3, 4, 3 or do, mi, fa, mi, fa or 4 is a visitor with the 1 or "do" group. In the melody 1, 2, 3, 2, 1 or do, re, mi, re, do, two or "re" is a visitor with the "do" group. 7 or "ti" is first presented between two eights, 6 or "la" between two fives. Add these new tones, one by one, to your "Hide and Sing" game.

D. Have a staff painted white on blackboard low enough for children to reach easily, put circles on added line below, on first line and on second line at the beginning of this staff as a reminder to



conomic organization the pupil will some day be a worker.

He will take his place more easily if he has an understanding of what our economic organization is and of how the problems of the worker are related to other problems of our living and working together. He will be better prepared to meet his own personal problems if he does so with an appreciation of their social setting.

A Background of Social Studies

Ideally, the background for such a study would be laid over years of social studies courses. The pupil would, by the time he reaches high school, already have been permeated with an awareness of what it means to live together in organized society, he would have some appreciation of how we do live together, and an understanding of the conditions precedent to living well, having achieved in some degree this part of the objective of the social studies. Much is being done now to give pupils this background.

Lacking the years of this kind of social study to prepare for a course providing a fuller understanding of the problems suggested above, it is nevertheless possible to do much toward accomplishing this understanding in a single course. Obviously a course of considerable scope is required.

SUCH a course was worked out under the direction of Dr. Leon C. Marshall at the University of Chicago. Through ten years of painstaking effort the materials of the course were prepared. In numerous mimeographed editions they were taught, tested, subjected to expert criticism, revised, retaught, reorganized, brought up to date, and finally published.¹

The course as a whole was designed to contribute directly to the aims of the social studies: first by **presenting facts** in their relationships regarding that phase of our social and economic life in which the worker is particularly concerned; and second, by **developing** through class discussion, projects, and practice in interpreting facts, individual and group **ideals, abilities** to investigate and judge fairly or suspend judgment, and **tendencies** to act as individuals or as law-making and law-abiding citizens in the light of the best available facts and sound principles.

The course is not confined to a study of labor problems, or labor unions, wage-earners or laboring classes. It is a comprehensive survey of the "whole" situation with respect to the worker, with the emphasis placed on the "physiology" rather than on the "pathology" of the position of the worker in modern society.

1. The material can be had from the Macmillan Company under the title "The Modern Worker."

Instead of "the unemployment problem" we discuss how workers get jobs, how industry gets workers, and the maladjustment which results in unemployment. Instead of discussing "poverty," we compare wage rates, incomes and various budget requirements. A study of specialization and machine industry brings in monotony, impersonal relations and hazards as incidental but important phases of industrial life.

The study of "the organization of workers for collective action," the methods of organized labor, their policies and accomplishments, replaces the traditional trade union and strikes approach to such matters. The points of view of the worker, of the employer, and of the public are constantly compared.

THE study is realistic. To meet the requirements of the modern generation it reflects the actual attitudes of the shop. It discusses the newer developments in personnel administration, recent experiments in employee representation, profit sharing, and employee stock ownership.

Ample consideration is given the newer, as well as the traditional, strategy of organized labor and the problems confronting unions in the changing conditions of the present era.

Labor legislation is studied in its relation to the various problems of the worker and the state, and the pupil's attention is directed to the increasing importance of the international aspects of labor regulation.

A Broad Factual Basis

The pupil is provided with a broad factual basis for his thinking on controversial questions concerning the worker. By means of quotations showing different points of view, through an abundance of statistical and descriptive facts, by reiteration, and by questions for discussion, the pupil is led to form judgments.

He is trained to think in terms of as many true facts as can be obtained, to suspend judgment, and to consider the circumstances of each case before forming an opinion. He must be prepared to change his judgment when new facts are brought to light.

Various organizations suggested themselves. We divided our material into large instruction units as advised by Dr. H. C. Morrison, so that the pupil could see the study as a connected whole rather than a series of daily lessons. As each unit is studied ample time for class discussion of problems is allowed.

Frequent use of type cases, pictorial illustrations and anecdotes are made to present general principles concretely, and to tie the study into the pupil's own experiences.

Trips to industrial plants and union meetings,

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Agriculture in Rural Schools

R. W. GUILFORD, *Principal
Durham Union High School*



THE rural high school of today in which vocational agriculture is taught has much to offer the high school boy living upon the farm.

The field trip, in which the school is enlarged to include the community; the home project, which makes the facts learned in the classroom living realities; the agricultural mechanics shop in which useful farm projects are constructed; and the Future Farmer organization, in which the members engage in co-operative action linked with farming activities,—all represent proven means of making of school life a definitely motivated and satisfying experience for the farm boy.

At the Durham union high school, 33 out of a total enrollment of 68 boys are enrolled in agricultural courses. Some are taking agriculture in connection with a college preparatory course, looking forward to possible college entrance.

The freshmen and sophomores are studying soils and crops while the juniors and seniors are studying animal husbandry.

All take agricultural mechanics and carry on a home project in which crops or live stock are raised on a commercial scale.

In the shop, emphasis is placed upon the usefulness of the thing made. Very little power equipment is used, the boy being taught to use properly the tools commonly found on the farm.

Each class takes a field trip once each week. Trips taken by the two classes this year include dairy cattle judging trips, a trip to a saw works in Chico, a caponizing demonstration, a field

study of grain sorghums and a visit to a ranch where a silo was being filled. These activities are of vital interest to the farm boy and all have scientific applications worthy of class study. Tangible relationships can be drawn between farm procedures and scientific laws, thereby challenging the interest of the student.

IN the agricultural mechanics shop, many farm jobs are under way. Cleaning and painting farm machinery, building wheel-barrow, making tin funnels, reconditioning hoes, axes and other hand tools, building and repairing trailers and other worth-while jobs are keeping the boys working at top speed.

Russell Kerr, director of vocational agriculture, gives more credit for jobs brought in from home than for other jobs. The student is more enthusiastic about doing the job he brings in than one given him by the instructor, for it is his to take home and use after completion.

The Future Farmer organization holds regular weekly meetings and in these meetings they discuss such things as where to secure good breeding stock, where to purchase feed and other things which definitely affect the success of their economic farm ventures.

The Durham boys have joined together to purchase a lot of barley to be fed to project stock. Several joined together to buy hogs from a boy in a neighboring school. These activities should lead the way to co-operative action in later life when these boys become the adult farmers in the community.

The modern school is striving to create life situations and to give students the information and attitudes necessary for the solution of real problems. The agricultural department is leading the way in this movement toward realism in education. Every progressive school emphasizes a accomplishment of real projects.



Adapting the Speller to Individual Differences

RAY B. DEAN, *Vice-Principal, David Lubin School, Sacramento*

DURING the past few years there has been a growing realization of the need for individualized instruction. We have come to realize that a child can progress in learning only from where he is; not from where he ought to be. A distribution of test scores on any school subject will reveal marked individual differences but probably no subject will show greater differences, nor show them any more definitely than spelling. Spelling is one of the most desirable subjects to individualize not only because of these highly individual differences but also because it is one of the easiest subjects in the curriculum to teach by the individual method. It can and should be taught individually to children in every school.

The benefits derived from teaching spelling by the individual method are far more than sufficient to compensate for the effort needed to break away from the traditional class method.

First, there is a great saving of time. If the entire list of words to be studied during the semester is dictated to the class at the beginning of the term it will be found that none of the pupils will miss all of the words and some will miss very few. At the David Lubin school, in Sacramento, where an individual method of teaching spelling has been in operation for more than two years, it has been found that the average class will miss slightly less than half the words in the semester list. To explain it another way, the average class will know half or more of the words in the semester list before they begin to study. To require children to study words that they already know is certainly a waste of time.

Second, the stimulation afforded pupils by a method which sets the task and then allows each pupil to complete it as quickly as he is able results in greater accomplishment and substitutes genuine motives for the artificial ones which prevail when the entire class is assigned all of the words.

Third, pupils do not leave words until they have mastered them. Each pupil spells every word correctly two different times before he is permitted to leave it. An analysis of the method will show this to be true.

A general belief prevails that the individual method of teaching any subject requires a special type of material and that the cost of such material is prohibitive. This is certainly not true in

the case of spelling as it may be individualized regardless of the text used. There are several spelling books, such as the "Sacramento Individual Speller," the "Stanford Speller," and the "Washburne Individual Speller" which have been designed specifically to take care of individual differences. However, for schools that cannot afford this type of spelling book and must use the State Text the following method of individual teaching will be found easy to set up without the use of any additional materials beyond those already in the hands of all elementary teachers.

1. Vocabulary Drill and Exposure

It has been found by experimentation¹ that pupils themselves are quite good judges of whether or not they know the meaning of words, and that they will be frank in admitting which ones they do not know provided no penalty is imposed. It has also been found that pupils almost know how to spell many words and that an exposure such as is afforded in a vocabulary drill is sufficient to fix the correct spelling of these words in the minds of pupils. It is, therefore, profitable to spend the first few days finding out what words are unfamiliar to the children by reading the list over to them and asking them to raise their hands on words they do not know. These words should then be discussed and used in sentences by the teacher and by the pupils.

2. Pre-Test

The next step is to give out all the words in the semester list, dictating about fifty words at a sitting. These are corrected by the teacher and the words missed by each child are checked in his book. The list of checked words make up his individual course of study in spelling.

At this point it is advisable to explain that each pupil is to use the same spelling book for three years. A pupil in fifth grade, for instance, will have his book passed along with him



1. "A Simple Technique for Determining Whether Children Know the Meaning of Spelling Words."—*Journal of Educational Research*, March, 1929.

through grades six and seven. By the end of three years the book will have served its purpose and may be discarded. The point here is that any checking done in the speller will be of benefit to the owner and will harm no one since only the one pupil will use the book.

3. Daily Study

After the misspelled words have been checked the books are to be returned to the pupils for study.

During the first few days a part of each period should be spent in teaching children how to learn to spell. Some pupils, especially in

slower sections, may take considerably longer to learn the technique than others. As soon as a pupil has mastered the technique he should be released from class drill and permitted to spend all of his time studying individually.

Each pupil should begin with the first word checked on his semester list and study as many checked words each day as he can thoroughly master. During the time pupils are studying individually the teacher may be supervising the work or she may work with remedial cases, either individually or in a group. This procedure should continue for the first four days of each school week.

4. Weekly Test

Friday of each week should be used for testing pupils on words they have studied during the first four days of the week. Children may be grouped in pairs, each child having a partner, who dictates to him the words he has studied during the week.

Partner one takes the book from partner two and dictates the checked words as far as partner two has studied. The process is then reversed with partner two taking partner one's book and dictating his words to him. These papers are collected and given to the teacher who corrects

2. "What You Should Do to Learn a New Word," page 3, California State Speller.

3. For a method of providing individual reading material in the classroom see "Breaking the Lock-Step of Custom in the Teaching of Reading Through Individual Instruction," Sierra Educational News, February, 1932.



Indian lore and handicrafts are of great value as a part of elementary education. Here is a group of children which has accomplished beautiful and happy activities in a progressive school

them and checks in the second column of each child's book all words that each spelled correctly. Words checked in this manner are eliminated from each child's course until, eventually, all of the words missed on the pre-test are eliminated. The correcting and checking must be done some time between the spelling period on Friday and the spelling period on the succeeding Monday in order that each child may know which words have been eliminated when he begins his study on Monday.

As soon as a child learns all the words he missed on the pre-test he is released from spelling and may spend the period each day in studying other subjects that need his attention or, if he is doing work in all subjects, he may spend the time reading.³

5. Review and Re-Test

About two weeks before the end of the semester each pupil should begin a review of all the words in order to learn any he may have spelled correctly by accident on the pre-test, and, in order to re-learn any he may have forgotten since he spelled them correctly on the weekly tests. This review may be done individually in the same manner as the daily study but partners should be allowed to test each other frequently in order that pupils may know which words they need to spend more time on.

At the end of the semester enough time should be allowed for dictating the semester list, fifty words at a sitting, to the entire class. Any words missed by a pupil on this re-test should be checked in a third column in his book and should be learned before he proceeds with the new semester list.

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Training High School Students for Life

MILDRED J. WIESE*, Glendale

RUTH BARTLETT'S stimulating paper in *Sierra Educational News* for October, 1932, is a challenge and a call to arms to all who are interested in preparing our youth for effective participation in a practical world.

Almost everyone must learn some time, in some fashion or another, his personal responsibility for gratifying his own wants, for food, shelter and clothing, amusements, automobiles, or what he will.

He learns very definitely what the world expects of him, what demands his job will make upon him, what he will be "up against" when he is "on his own." He learns, sometimes quite bitterly, what he as an individual in a competitive world may expect of his job, if he has one, or of society if he hasn't.

Aside from vocational preparation, the task of earning his own living raises many serious problems, as interesting as their answers are vital. How does one get a job, how does industry get workers?

What are earnings likely to be, what are the hazards of the job, its security?

What can be expected of fellow workers? of employers? What goods and services can a worker buy with his earnings?

What must he be able to buy if he is to live "well" according to his standards? What do other workers do about these problems?

*Miss Wiese has an A. M. degree from the school of commerce and administration of the University of Chicago, is member of Phi Beta Kappa, and has taught this material at the University of Chicago high school. For many years she was associated with L. C. Marshall, then dean of the school of commerce and administration, in the preparation of social study material for secondary schools, working under such men as Paul Douglas, Charles Judd, and others.

With Dr. Marshall she appears as joint-author of "Modern Business," and with Ruth Reticker, of "The Modern Worker," both published by the Macmillan Company.

Why should the realization of the intensely personal necessity for sharing in the work and responsibilities of the world as well as in its pleasures and advantages, come to so many pupils only after their school days are over?

Why indeed should the very existence of the whole range of social and economic matters raised by these questions be largely ignored in our secondary schools?

Here is a field of absorbing interest, of vital importance and of vast usefulness. The problems presented are closely related to the life of every pupil. The schools, consciously or unconsciously, play a part in determining the way in which pupils are later to meet them.

If they will do so consciously, however gropingly at first, our schools can do much to help the pupil toward a better understanding of himself as a worker, giving him facts, not propaganda, developing his point of view and training him in methods of attack on problems so that he may more rapidly become a useful, well-adjusted citizen.

THE task is not entirely new. Many educators are already concerned with various phases of the problem. Very likely there is no one way of meeting the need. Some things, however, seem clear. These problems can be successfully studied only when the pupil comes to see himself as a co-operating member of society,

in which he functions as one small but important unit in the vast social and economic structure we call our modern industrial society.

He should learn to think of our economic organization, not as a theoretical, finished abstraction, but as a vital, living thing, operating today and every day, sometimes well, sometimes poorly, run by the people who are now a part of it. In this eco-



The objective of the modern secondary school is to train young men and women for actual life conditions, to the end that Youth may succeed

children where 1, 3 and 5 sit on the staff. Sing a melody as "Where is Jack?" on 1 or "do," and have one from a row come up and make circles on the staff where the melody was sung; stay with this until it is correctly done by some one in the row. Sing short rhythmic melodies until all children in each row have had a chance to make circles. A very important point is to use text in singing instead of syllables or numbers.

The row in which the most children could make correct circles wins the game.

Six Definite Results

This makes interesting sight reading drill as well as ear training. After six months of work, such as above, the clever music teacher will find that she has developed:

1. A scale tonality or scale sense.
2. A rhythmic sense, a feeling for two and three swing.
3. A creative sense, originating text and melody.
4. A hearing sense; the play spirit induces listeners and unless we listen we cannot hear.
5. A keen interest in a real working basis has been developed and a big share of musical vocabulary for the child's future mental activity.
6. Every child in the room has taken an active part.

2. Key to C

All of this development of the scale is done in the Key C for two reasons:

1. Theoretically all other keys may be deduced from it. Mrs. Dorrett takes the "do" group traveling later in the work, and it sits in "fa's" place and hangs out a flat sign or it sits in "sol's" place and hangs out a sharp sign.
2. In developing a scale tonality it is better to remain in the same key until a perfect scale is developed. Haphazard jumping about tends to confusion in the child's mind.

3. Chord Experience

After the child has become thoroughly familiar with the "do" group and other tones of the scale, chord formation is taken up through game spirit. Playing with the "do" chord, "fa" chord, or "sol" chord groups, the child is led to build four measure melodies with text. Later they add minor mode.

The possibilities as seen in these suggested ideas seem endless. They have been adapted and enlarged upon for upper grades. The third grouping, "Chord Experience," can be used very successfully in junior high school. A teacher of

theory in a junior college used it and obtained some splendid little three-part songs.

SHALL we have the play spirit in the music lesson? Surely, but let it be play that means something, play with a definite purpose, play that is organized, and let the music teacher be clever and know the principles back of organized play and all it implies.

* * *

A Happy Rural School

LEILA M. TULLIS

First Grade Teacher, Norco School

THE four-teacher school in Norco is beautifully situated in the rolling country at the foot of the San Bernardino mountains in Riverside county. Beautiful pepper, acacia, and eucalyptus trees almost hide from view on the highway, the one-story, new, modernly-built, cement school building.

Large busses bring in most of our 158 children from the surrounding country. We are about five miles from Corona, which has a school



Norco School Rhythm or Toy Band

system consisting of a high school, junior high, and three grammar schools. Norco school, being a part of the above-named system, enjoys Corona's school advantages.

The picture of the toy band represents similar activities in the other grades of our school.

Norco school is progressive along every line which would go to make it a first-class California elementary school.

* * *

Carroll Atkinson, principal of the Fremont elementary school, San Luis Obispo, is author of "A Merit System for Elementary Schools," recently published in the Elementary School Journal. He describes in a most interesting way the merit system which has been developed in his school.

The California Interscholastic Federation

Its History and Ideals

H. J. MOORE, *President, Federated Council C. I. F.*
Principal, Woodrow Wilson High School, Long Beach

PRIOR to 1913, the athletic situation in California was in a chaotic condition. In two large universities of the state enthusiastic student managers were trying to dominate track and field athletics through conducting so-called "state" track meets and were building up the athletic prestige of their institutions by offering increasingly better and more valuable prizes to the winners of the meets held under their jurisdiction.

Football was viewed with suspicion by many schoolmen because many of the schools with football teams were constantly fighting the attempts of town athletic organizations, clubs or lodges to dictate the athletic policy of the school and control the football team.

Baseball teams were often coached by some ex-professional of the town, whose ethics were those of the professional baseball of the time, which were briefly summed up in theory of "win at any cost."

Realizing that athletics would never become a moral force for good in the schools unless the schools were able to control the situation, a group of high school men met at the Y. M. C. A. Field House in Los Angeles on March 28, 1914, for the purpose of organizing high school athletics on a state-wide basis under the control of the principals and physical directors of the schools.

As the result of this meeting, a second meeting was held on the University of California campus at which a constitution and by-laws were adopted. The purpose of the organization is given in the constitution as follows:

(1) So to direct and control athletics of the state that boards and faculties will regard them as educational resources to be encouraged and fostered rather than decried or suppressed;

(2) To locate the responsibility for their supervision with reference to satisfactory supervision;

(3) By means of constitutions, by-laws and efficient organization to simplify and make definite their administration;

(4) Through the observance of good standards of sportsmanship

to cultivate more cordial and friendly relations between schools.

This organization, known as the California Interscholastic Federation, received official sanction from Will C. Wood, then State Commissioner of Secondary Schools. In defining the relation between the State Department and the C. I. F., Mr. Wood's bulletin states "the State Department of Education should leave as many of the details of administration to the California Interscholastic Federation as it is possible." Within a very short time all of the high schools of the state (with the exception of those in San Francisco and Oakland) had joined the Federation.

For purposes of control the state was divided into four sections, and each section was allowed to elect two representatives to the State Council, which was authorized to set minimum standards and general rules and regulations governing athletic contests in the state. The State Council was also given jurisdiction over all athletic contests between sections for the purpose of determining state championships.

In those days the number of high schools taking part in interschool athletic competition was a mere handful compared with the number today. The remarkable growth of secondary schools brought about more and more competition until the number of contests required to determine a state championship became so great that the competition and championships were limited to the sections in all branches of athletics except track. It has been the opinion of the

State Council, that the state track meet is worthwhile because it brings together so many athletes from a great many high schools of the state. In this meet the major emphasis is placed on individual competition rather than the team.

A meeting of athletes from all parts of the state cannot help bringing about a state consciousness on the part of the individual, which he will carry back to his school. Perhaps, in spite of many arguments to the contrary, the re-



striction of athletic competition to too small an area often results in retrogression and provincialism.

THE C. I. F. is now in its eighteenth year and recognized as one of the oldest and strongest state athletic associations in the country. However, there have been battles to fight. Through lack of understanding of our ideals, organizations not connected with the public schools and often backed by public sentiment have tried to take the control of athletics from the principal and use the school team for commercial or advertising purposes. However, the united strength of the schools has been able to maintain the ideals for which we stand.

Although the State Council was organized in 1914, some of its charter members are still on the Council. In fact, it has been the policy of the four sections to continue their representatives in office, which has resulted in a consistency of policy throughout these years. These men have given freely of their time to the work of the organization, and if the C. I. F. has given the public a better understanding of our ideals, brought about a friendlier rivalry and a cleaner and more wholesome attitude of sportsmanship on the part of athletes, coaches and student bodies, then the men of the State Council of the C. I. F. know that they have not labored in vain.

Use of Slides in First Grade Reading

ADDIE L. WILKINSON, *Whittier School, Long Beach*

IN teaching primary reading we must use many devices to keep the interest and attention of the child.

One of the best methods is the use of lantern slides which offer a splendid opportunity for class discussion as the entire group may be looking at the picture at one time.

When presenting the slide, it is better to project the picture on the regular class-room blackboard than on a screen. When the blackboard is used, words for study and phrases may be written on the board. This aids the pupil in the recognition of unfamiliar material.

The unfamiliar word may be written directly on or near the object as they are recognized by the pupils. At the end of the showing of the slide, only the words remain when the picture vanishes. Should a child be unable to recognize the word on the board, the slide is again projected.

Because of the proximity of the word to the object, the child will usually recall the word. This is an instance of learning through the child's own activity. Drill upon these words will follow later.

The story, "Going to See Grandmother," was presented to a 1-A class with three appropriate illustrations in color.

The story, new to the children, was developed by the pictures, with some clues given by the teacher,—the new words written directly upon the objects or persons pictured; then as the lesson progressed, these words were written at one side and the first copy erased. Later on

when I pointed to a new word, a child would come up and point to the object in the picture.

The pictures were then shown again followed by slides containing the reading material. The children were asked to read silently. Then I asked: "Who can find the line where it tells who bought the tickets?" Some child was called on and he pointed to and read, "Mother said: 'Jane, you may get the tickets.'"

This was followed by the other slides in the same way. The children's interest and enthusiasm were unbounded, each and every one being anxious to read.

This was followed by a multiple choice test and true and false statements.

Going to See Grandmother

Jane went to see.....Grandmother.

his
her

She.....on a train.

ran
went
liked

She heard the.....

bell
letter
man

Jane's Letter—Going to See Grandmother

yes no

1. Jack and Jane went on the train.
2. They went to see Grandmother.
3. Jack bought the tickets.
4. Jane gave the tickets to the Conductor.
5. Jack got a letter from Grandmother.
6. Jane said, "I like to ride on the train."
7. Jack said, "This is fun."

With Beauty There

GURNEY PEARSON HILL, *Columbia School, El Monte*

I WALKED with Beauty down the flower-lit lane,
Where swaying branches let the sky-blue in;
Upon a hill we watched the long day wane,
And saw the purple-blending vales begin.
She sketched those playing shadows one by one,
Till far away above the wooded crest,
A-down the bending sky the great round sun
Among his cloudland pillows sank to rest.

II.

She comes with me when night has settled down,
And all the discords of the world are still;
We watch the lights in yonder slumbering town
And hear the coyote on the distant hill;
No motion, save from twinkling stars above,
And from the playful breeze which fans my cheek—
Here is the noble solitude I love
And here that vast contentment which I seek.

III.

I stood with Beauty on the desert's floor
And saw a carpet by her hand unrolled;
It stretched away for twenty miles or more—
Verbenas, lupines and the "cup of gold."
Above the scene the mighty glistening peaks
From their eternal thrones were looking down.
With Beauty there the silent desert speaks
Above the clamor of the roaring town.

IV.

She walks with me beneath the whispering trees;
We hear again the tiny tinkling brook.
O what a place, among such scenes as these
To lose one's self in thought, or read a book!
"Be still and know—" The seer has spoken well;
Be still and hear the language of the skies.
Such words descend in human hearts to dwell
To meet the incense of their sacrifice.

V.

Within the valley of our discontent,
Upon whose barren fields no children play;
When faith ebbs out and hope is almost spent—
Then heaven comes and shows a shining way.
Her guide-post points with letters large and plain,
Unto a path which men of old have trod.
For those who wish to live and love again
O turn to Nature and to Nature's God!



Hazel Freeman, third grade teacher, Mountain View elementary school, is president of the Santa Clara County Teachers Association

* * *

You Can Save Postage

MANY readers of Sierra Educational News will answer several advertisements in this issue.

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We remail these letters to the advertisers; you get your answers promptly.

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C. T. A. Southern Section

Teaching Staffs Enrolled 100% in C. T. A.
for 1933

As of January 11, 1933

*Asterisk indicates one-teacher school

Imperial County

Central	Ogilby*
Colorado*	Westmorland
Eastside	Westmorland
Eucalyptus	Harding
Highline	Westside*

Los Angeles County

Belleview*	Jefferson
Claremont	Mark Keppell
High School	La Crescenta
Elementary	Magnolia
El Segundo	Horace Mann
High School	Marshall
Elementary	Montrose
Esperanza	Muir
Fairmont*	Verdugo Woodlands
Glendora	Monrovia Elementary
Hudson	Schools
Little Lake	Montebello
Compton Elementary	High School and
Glendale	Elementary Schools
Cerritos	Covina Union High
Doran	School
Edison	Compton Union High
Eugene Field	School District
Franklin	

Los Angeles City

Aldama	Miramonte
Annandale Boulevard	Ninth Street
Bandini Street	Orange Street
Chapman Avenue	San Rafael
Compton Avenue	Sierra Vista
Encino	Sixty-first Street
Fries Avenue	Third Street
Griffin Avenue	West Vernon Avenue
Marengo Heights	Utah Street
Meridian Street	El Retiro High School

Orange County

Costa Mesa	Santa Ana
Orangethorpe	Superintendent's Office

Riverside County

Alamos*	Moreno
Alvord	Nuevo
Cabazon*	Prado
Cottonwood*	San Timoteo*
Edom*	Union Joint
El Sobrante*	Wildomar*
Jurupa Heights*	Banning Union High
Lake View*	School
Elsinore Union School	District

Riverside City

Fremont	Liberty
Grant	Lincoln
Independiente	Palm
Irving	

San Bernardino County

Daggett*	Todd*
Fontana	Trona
Sierra	Adelanto
Helendale*	Apple Valley*
Hesperia*	Camp Baldy*
Hinkley	Cima*
Kelso*	Big Bear Lake
Kramer*	Chino
Lake Arrowhead	Grammar
Mission District	D Street
Central	Chino High School
Barton	Chino Junior High
Bryn Mawr	School
Oro Grande	Ontario
Oslick	Central
Pass*	Grove Street
Piedmont	Lincoln
Pioneer*	San Antonio
Summit*	Sixth Street
Terrace Union	South Euclid

San Diego County

Mountain Empire	Encanto
Union High School	Benjamin Franklin
National City	Garfield
San Diego City	La Jolla
Pacific Beach Junior	Logan
High School	Jackson
Alice Birney	Muir
Cabrillo	Ocean Beach
Central	Ocean View
Chollas	Vauclain Home
Emerson	

Santa Barbara City

Administration Department

Santa Barbara County

Hope District

Ventura County

Nordhoff Union Grammar
San Antonio
Moorpark Union High School

C. T. A. Central Coast Section, at its recent annual convention, unanimously adopted the report of the **resolutions** committee of which Paul M. Levy of Santa Cruz was chairman.

These resolutions included: thanks and appreciation to all who contributed to the success of the meetings; urging that cuts in school appropriations should also be **shared proportionately** by all of the departments of government; urging membership in C. T. A.; recognizing importance of classroom teachers representation.

The teachers of the **Orland elementary schools** are again enrolled **100%** in C. T. A. membership for 1933 for the sixth consecutive year, according to word from Charles K. Price, district superintendent.

Teachers of the following **Yuba county schools** are enrolled **100%** in C. T. A. for 1933 according to Mrs. Agnes Weber Meade, county superintendent.

Yuba county junior college, Marysville union high school, Wheatland union high school, Marysville elementary school and Wheatland elementary school.

Graded Letters; Dictation for Modern Business by Kirk and Mumford of Philadelphia, comprises Book I (Gregg edition) of an excellent new series published by the John C. Winston Company.

This edition is printed by permission of and special arrangement with the Gregg Publishing Company; 170 pages, illustrated. The letters are carefully graded on the basis of vocabulary, syllable-intensity and sentence-length.

The Costs of Pupil Absence

DR. ALLEN F. GILLIHAN, *Health Officer of San Luis Obispo city*, presented an excellent and noteworthy paper on school economics at a recent meeting of the League of California Municipalities.

In discussing the losses which result from children being absent from school, he stated that Dr. R. C. Main (the full-time health officer of Santa Barbara county) had made a study of absentees from some of the grammar schools over which he had control. Dr. Main found that absences in 1930-31 reached 89,779 days, or an average of 19 days of absence for every pupil enrolled.

Dr. Main said, "Each child enrolled has furnished for him a definite place in the school, the building is erected, the room is warm, the teacher is employed for every school day, but if that pupil is absent all this expenditure is lost."

He estimated that 65 cents per day is lost every day a pupil is absent. In other words in one school year, in part of one California county, \$58,356.25 was lost through non-attendance.

Dr. Main discovered that 28% of the absentees was due to colds in the head, sore throat, tonsillitis, and similar illnesses; 14% was due to the common communicable diseases such as measles, chickenpox, mumps, and like diseases; 4% had been exposed to some communicable disease and might develop the disease or transmit it to others.

Considerably more than half of all absences among school children was due to illness much of which can be classed as preventable.

In commenting on this study Dr. Porter, Director of the State Department of Public Health, said that "Children who were wilfully absent without parental sanction come under the watchful attention of the truant officer, but when a child is absent from school because he is sick there must be definite effective machin-

ery provided for stopping the enormous waste that comes through such source."

In San Luis Obispo County

School Year 1931-32

Days lost in elementary schools.....	27,262
Average days lost per pupil enrolled.....	6.5 days
27,262 days at 65c per day.....	\$17,720.30

Repeaters in 1931-32.....	\$22,451.00
Days lost	17,720.30

Total school funds lost.....	\$40,171.30
Total cost of education.....	\$879,305.82
Per cent loss.....	4.5%

Total loss education.....	\$40,171.30
Cost of County Health Department, 1931-32	\$22,754.75

* * *

Vocational Guidance Convention

ANNUAL convention of the National Vocational Guidance Association will be held at the Hotel Nicollet, Minneapolis, Minnesota, February 23, 24, and 25. The convention theme will be one of timely interest: "Vocational Guidance in a Planned Society."

Discussion will center around such major topics as: "The Organization of Economic Life in America"; "Distribution of Workers in Occupations"; "The Place of Vocational Guidance in Education for the Future."

These topics will be presented by leaders in economics, sociology, and education.

Under trained discussion leaders, various groups such as service clubs, counselors, placement workers, college teachers of guidance, research workers, teachers of classes

in occupations, personnel directors, city, county, and state administrators of guidance, and so forth, will discuss their relationship to the problems under consideration.

Each group will summarize its findings for the convention as a whole. This plan will provide opportunity for stock-taking, clarification of thought, and formulation of policies and plans for the future. It promises to be a thought-provoking and challenging conference in which all persons engaged in or interested in vocational guidance are invited to participate.

Further details as to program may be obtained from the program chairman, Miss Frances Cummings, educational secretary, National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York City. Miss Barbara Wright, Board of Education, Minneapolis, is chairman of the local arrangements committee.



Keeping Schools Open

WILLIAM D. BOUTWELL, *Washington, D. C.*

HOW can education be financed the economic emergency?

Twenty-three State superintendents and commissioners of education or their representatives put their heads together on this problem during their recent annual meeting at Hot Springs, Arkansas.

The property tax has broken down. All except one or two New England superintendents reported that reliance on it as a major source of funds is **wrecking** school systems. Decreasing values of land are steadily decreasing school income. Oklahoma reported 60% of its property taxes delinquent and therefore may be able to run most of its schools only three or four months.

The excessive land tax burden has produced curious legislative nostrums which are crippling public education. Texas exempts all homesteads valued at \$3,000 or less. Arkansas defeated the homestead exemption plan but voted a 15 mill limit. Michigan has voted a 15 mill limit. Only donations and tuitions are keeping many Arkansas schools open after Christmas. North Dakota barely defeated a five-year moratorium on taxes. The legislature did cut assessment valuation from 75% to 50%. The result: Many salaries are at the minimum rate of \$45 per month (paid in warrants, however).

Superintendent Bertha Palmer reported that she is advising North Dakota teachers to teach for board and room, in the belief that loyal service will eventually win support.

Reports from Missouri and New York indicated that the "Mort Plan" was proving its worth under the strain. Ohio, Nebraska, and Indiana were reported to be in the midst of vigorous campaigns for tax plans which will distribute the burden of maintaining schools and lighten the local property tax.

The progressive action of four Southern States was a high point of the reports. Superintendent Harris said Louisiana would be able to maintain a nine month term due to the imposition of taxes on tobacco and electric power.

Superintendent Bond told of the dramatic battle this fall which resulted in Mississippi becoming the first State to adopt a general retail sales tax for school support. Two months operation, he declared, has won the approval of the merchants to the sales tax.

Superintendent Hope ran down the list of new taxes to which South Carolina has resorted: income tax, corporation

license tax, inheritance tax, business licences, documentary tax, poolroom tax, contractors tax, power tax, retail stores tax.

Out of the tax talk came five ideas which commanded general support:

1. That school systems must depend less on the real estate property tax.
2. That States must extend equalization to help impoverished communities.
3. That some funds for schools must be obtained from sales taxes, general and special, and license taxes.
4. That the Federal government shall contribute to the support of education, because every dollar of wealth should bear its fair share of the cost of education and because the Federal government has usurped so many sources of taxation.
5. That States should agree on their taxes, in order to avoid the bootlegging which, for example, reduces the return Tennessee and Arkansas receive from their tobacco tax.

Two principles offer a sound basis on which we can build our school systems, declared Dr. Paul Mort, outstanding expert in school finance in summarizing the findings of the National Survey of School Finance.

These are the **equalization principle** and the **efficiency principle**. Through equalization a State guarantees a minimum education program which is the right of each child. This enables local school systems to add to this minimum program and increase the efficiency of their schools as much as they desire.

If the state guarantees to each child a minimum program this lifts a great burden from impoverished communities and enables local citizens to build up their schools to the extent of their resources and initiative.

The United States Commissioner of Education, presiding at the first session, called attention to a number of serious problems; the effect of depression on education, the need for an international outlook in civics, the necessity of more practical education in the wise use of income, and the problem of thousands of jobless boys wandering through the country. The Council asked the Commissioner to head a group to study the problems of better education for economic security.

New officers elected were: Charles



A. Lee, Missouri, president; Webster R. Pearce, Michigan, vice-president; Claude M. Hirst, Arkansas, secretary.

States represented at the meeting were: Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, New Hampshire, Nebraska, North Dakota, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Wisconsin.

• • •

An American Indian art series booklet has recently appeared, the material for which was collected and arranged by Miss A. H. Cassidy, 507 Fifth Avenue, New York City. The booklet is a loose-leaf affair and additional pages may be inserted. It contains six reproductions of Blackfeet Indian portraits which were produced for the Great Northern Railway by Winold Reiss.

There are also included in the booklet, reproductions, in colors, of totem-poles, masks, wood-carving, basketry designs, bead-work and weaving, the products of North American Indians. The price of the booklet is \$1.00. Anyone interested may order copies from Miss Cassidy.

"Modern Business Geography," by Huntington and Cushing, has been brought out in its 11th large printing, revised, and with new statistics, by the World Book Company. There are 360 pages and 185 maps and illustrations; list price, \$1.96.

This text is intended for the seventh, eighth, or ninth school year. Its organization, with the abundance of varied problems, makes it usable in courses of different lengths. By omitting some problems, the subject can be covered in a half-year; or if all the work is carefully done, there is sufficient material for a well-rounded course of a year.

This book makes geography seem like a new study to pupils who have completed the elementary grades, for it opens up realms which their previous work has not touched.

• • •

F. A. Owen Publishing Company, Danville, New York, has brought out a revised and fully illustrated second edition of "Useful English" for adult illiterates and near illiterates, by Jeanette W. Bachrach of Glendale.

The new edition appears in very attractive blue covers and the illustrations add greatly to the interest and value of this highly meritorious text.

Value of the Evening Junior College

ROSE M. HARDSTEIN, *Long Beach Evening Junior College*

WE are accustomed to consider a junior college as the natural outcome of a well-established high school, particularly in a community more or less remote from a university.

We also take it for granted that our junior colleges prepare the young people therein to face, upon completion of their studies, definite situations, in accordance with their "diploma" or "certificate" standing.

Anyone engaged in the evening junior college work, i. e., teaching, especially if one has also had similar experience in "day" work, cannot help observing, wondering, and admiring the caliber of the students, their zeal, and the result of their application.

In spite of differences in age and background, they all seem to have definite ideas and plans as to their regular work in the evening junior college, which is to lead them to their final goal.

It is well-known, of course, that our present economic conditions, which slowly have been "growing on us" for the last two or three years, have greatly affected the thinking of the world at large and of our young people in particular, i. e., they have come to see that education is

actually more worth than "cash"—(one of the reasons of our over-crowded schools all over the country).

The mentioned change in mentalities has gone as far as to affect some semi-professional and even professional individuals who express a desire for something different, perhaps more adjustable to our times in the way of work and service.

And so they have come to see that it is feasible by completing or changing such preparation as it may deem possible in the evening junior college. Various remarks to this effect have been passed by the students to the writer between and after classes.

The fact that these well-meaning people have to cope with serious problems like, lack of time,—for either they are engaged in daily tasks giving them their livelihood,—or in daily search of work,—lack of sufficient background necessary for attaining their aim—all of which does not make it easy for them to meet the requirements of the regular junior college curriculum,—calls for a word of praise and encouragement. May we have in the near future a regular two-year evening junior college.

Progress in Legislation

(Continued from Page 14)

to make the same fees charged in the California School for the Blind, the California School for the Deaf at Berkeley, California Polytechnic School at San Luis Obispo, and the California Nautical School.

It is reported that the director will have bills introduced to eliminate Chico, Humboldt and Santa Barbara Teachers Colleges and also the first two years of training in the remaining teachers colleges.

The budget maker also suggests curtailment in the State Department of Education by the elimination of the Division of School House Planning.

He further recommends that the Division of Research of the State Department be transferred to the Controllers office. Another part of the budget asks for the discontinuance of the California Polytechnic School in San Luis Obispo and the California Nautical School.

S. B. 76 by Senator Deuel provides as follows:

"1.272. In counties, cities, and in cities and counties, and in school districts having an attendance officer or officers, such officer or officers shall have power and it shall be their duty to make and file the complaint provided for by this article, and to see that the charge is prosecuted by the proper authorities."

S. B. 77 by Senator Gordon changes section 1.145 of the School Code by reducing the compulsory part-time educational age from 18 to 16 years.

S. B. 85 by Senator Jones has already been explained.

S. B. 109 by Senator King provides that all federal monies shall be apportioned 50% to the state treasury for a junior college fund and 50% to the counties in which the lands lie from which the monies are derived. All money apportioned to each county to be used for the support of high and elementary schools. The present federal monies are all used for junior college purposes.

S. B. 122 by Senator Hays increases the age of admission to kindergartens from 4½ to 5 years.

S. B. 123 by Hays adds a new section to the School Code to be numbered 4.769 which reads "on the computation of average daily attendance no pupil shall be credited with more than one day's attendance during any calendar day." Also 4.929 which provides exactly the same as 4.769. Section 4.950 is amended to read as follows: "The attendance of students enrolled in a junior college shall be kept according to regulations prescribed by the State Board of Education. No pupil shall be credited with more than one day's attendance during any calendar day."

S. B. 124 by Hays amends section 3.480 and changes the word "adults" to "pupils over 21 years of age"; eliminates the word "English and" and inserts in lieu thereof the words "classes for the removal of language handicaps for non-English speaking pupils and classes in elementary subjects taught below the seventh grade."

Senator Hays seeks to take off the present fee of \$6 which may be charged per term and make a fee of not less than \$1 per pupil for each course in which the pupils is enrolled. **S. B. 124** also changes section 3.481 as follows:

"3.481. The charge *maximum tuition fee per pupil for a course shall not exceed the estimated cost to the district per pupil for maintaining the class* the quotient obtained by dividing the estimated cost of teachers salaries for such course for one term by the number of pupils actively enrolled in the course at the end of the second week of the term."

Section 3.482 to read:

"3.482. Seventy-five per cent of the total receipts from such tuition fees shall be spent for teachers salaries*. A fee must be charged to pupils enrolled in special day and evening classes for adults, for all materials furnished by the school and to be consumed by the individual pupil and for all books and materials so furnished which are to remain in the possession of the pupil after the expiration of the term. The governing board may require a deposit to be paid in advance, which deposit shall be refunded after deducting the value of the books and materials not returned by the pupil."

S. B. 127 by Senator Slater provides that all budgets for school purposes shall be filed with the county superintendent of schools not later than May 5. The bill sets up a Board of Review consisting of the county superintendent of schools, the chairman of the board of supervisors, and the foreman of the grand jury. This board of review shall have the right to revise the school budget either upward or downward. Senator Slater's proposal would eliminate the public hearing now required and make a committee the reviewing agent rather than the board of supervisors.

S. B. 132 by Senator Breed is a nine page revision of the code all having to do with the filing of school budgets and seeks to place school budgets within the control and power of the board of supervisors. The bill is a revision of the present county budget law to bring school districts into the same class as all other divisions of the county government.

A. B. 304 by Mr. Greene is a revision of the part-time compulsory education law and is practically the same as **S. B. 77** by Mr. Gordon as mentioned above.

A. B. 336 by Mr. Boyle provides as follows: "Section 6.1. Boards of school trustees and city boards of education shall have power, and it shall be their duty to manage and control school property within their districts; provided, however, that no commercial enterprises wherein

*Portions marked by asterisk are deleted.

goods, wares or merchandise are sold at retail or wholesale shall be permitted to be conducted or carried on in or upon school property actually used for school purposes or in connection with school purposes. Nothing herein shall exclude the conduct of the cafeterias authorized by or in the School Code, and that in such cafeterias no goods, wares or merchandise shall be sold or served, except such as constitute foodstuffs commonly sold in cafeterias."

A. B. 337 by Mr. Craig is an act to amend sections 6.740 and 6.771 and to add a new section numbered 6.744 and to repeal sections 6.770 and 6.772 of the code relating to the use of school buildings and grounds. This bill requires a charge by school districts for the use of a school or grounds whenever the total cost of light, heat, janitor services or other expenses shall be in excess of \$5 for the said use and unless an amount sufficient to cover such cost is paid in advance, the board of trustees shall not allow the use of the building.

A. B. 347 by Woolwine amends 6.771 to require the board of trustees to place a charge for the use of school houses to cover all of the costs for lighting, heating, janitor services and other expenses whenever an entertainment is given where admission fee is charged providing the entertainment is not for school purposes.

A. B. 350 by Mr. Lyons changes section 2.150 which provides that the superintendents association meeting shall be held annually and makes it held biennially in odd numbered years. It also changes 2.1501 which makes it mandatory upon school superintendents to attend, making it permissive and changes 2.1502 which makes the payment of the expenses mandatory, permissive. It changes 2.1503 whereby county and district superintendents must be paid to permissive privileges by boards of trustees.

A. B. 351 by Lyons changes sections 5.630-5.634 inclusive. This bill makes the high school principals convention a biennial instead of an annual affair to be held in even numbered years.

A. B. 354 by Greene was explained in my Legislative Letter No. 2. It provides for the election of teachers on a 5 or a 10-year term after the probationary period has been served.

A. B. 356 by Mr. Greene raises the age of admission of kindergarten children from 4½ to 5 years of age.

A. B. 398 by Craig changes the number of school trustees in school districts from three to five and sets up the method by which such boards shall be elected.

A. B. 401 by Zion adds a new proviso to the present tenure law. He provides that any permanent employee shall continue as permanent until the age of 65 years has been attained and thereafter shall be eligible from year to year only, until attaining of the age of 70, after which age he shall not be eligible for reappointment. No provision is made in Mr. Zion's bill for a retirement at the completion of the 70-year period. Some kind of a retirement privilege should be allowed if re-employment is denied an aged teacher.

A. B. 402 by Zion covers two phases of school procedure. First is a provision inserted into section 2.1520 which allows school districts to subscribe to magazines or take membership in societies exclusively maintained for the promotion and advancement of public education through research and investigation. The approval of the board of education to such organizations has been removed and a provision inserted which makes it possible for districts to join county or state organizations of school trustees and to pay a membership fee to such organization or organizations not to exceed \$30 for any school year.

The rest of the measure which takes up six pages is a revision of the state tenure law. It is too long to be outlined in this article. It outlines all of the procedure necessary to be taken for the dismissal of a permanent employee and among other things changes section 5.404 by the elimination of the words "and fact." All teachers who are interested in tenure should obtain a copy of this bill in order that they may become familiar with its provisions.

In addition to the above the following proposals were introduced but the bills were not available.

A. B. 489 by Crist amends sections 3.480, 3.481 and 3.482 relating to the tuition charges for adults.

A. B. 490 by Crist repeals sections 4.872 and 4.894 of the School Code relating to apportionment of state and county monies to high school districts.

A. B. 491 by Crist adds two new sections to be numbered 4.769 and 4.929 and amends section 4.950 relating to the computation of average daily attendance in public schools.

A. B. 500 by Boyle amends section 5.960 relating to school district bonds.

A. B. 524 by Peterson repeals sections 6.470 to 6.477 inclusive. It repeals an act reading "an act to provide for the purchase of school supplies for school districts and defining the powers and duties of superintendents of schools of counties and other officers in relation thereto" and amends section 6.478 relating to the purchase of school supplies.

A. B. 547 by Williamson amends 5.520 relating to substitute employees of a school district.

A. B. 506 by Roland repeals section 4.300 relating to the use of surplus funds of school districts.

A. B. 507 by Roland adds new sections 2.85 and 2.86 relating to the formation, annexation, consolidation, unionization and changing of boundaries of school districts.

A. B. 508 by Roland amends 6.61 relating to contracts for the erection, addition to or alteration of school buildings.

S. B. 146 by Sewell is an act to repeal section 2.1223 and 6.523 of the School Code relating to the report of books purchased by school districts.

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Senior High School
San Luis Obispo

T. S. MacQuiddy, Secretary
District Superintendent of Schools
High School
Watsonville

Central

W. N. Davis, President
District Superintendent of Schools
Dinuba

Louis P. Linn, Secretary
Principal, Washington Union High School
Route 6, Box 100
Fresno

North Coast

John W. Hardwick, President
Principal, Fortuna Elementary School
Fortuna

Miss Shirley A. Perry, Secretary
Teacher, Union High School
Ukiah

Northern

J. Russell Crow, President
Principal, Sierra Elementary School
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Mrs. Portia F. Moss, Secretary
County Superintendent of Schools
Auburn

Southern

Henry O. Dyck, President
234 Venice Boulevard
Los Angeles

F. L. Thurston, Secretary
307 Continental Building
403 S. Spring Street
Los Angeles

• • •

Mrs. Viola S. Kelley, teacher at the James Lick School, San Francisco, is a member of the N. E. A. Committee on the Classroom Teachers Yearbook. She recently made a round trip to the East by airplane in order to attend a meeting of the national committee.

Classroom Teachers

Bay Section

A DEPARTMENT of Classroom Teachers for the Bay Section of the California Teachers Association was authorized by the Bay Section Council October 29, 1932.

The constitution of the old classroom section was revised to conform to the one adopted by the department in the Southern Section. This was presented to the Bay Section Council at their last meeting and referred back to the officers of the department for a few minor changes.

Each county in the Bay Section is entitled to at least one representative on the Executive Board of the new department. Letters of instruction for the election of the same have been sent to a classroom teacher on the Bay Section Council in each county. Committees on education, extension and legislation have been appointed.

A meeting of the officers and Executive Board will be held early this spring. The officers elected for the next year at the December meeting were:

President—**Helen F. Holt**, Mastick School, Alameda.

Vice-President — **Wilbur Ralsner**, Presidio Junior High, San Francisco.

Secretary—**Anna O'Bannon**, Emerson School, Berkeley.

Treasurer—**Gertrude Cross**, Elizabeth Sherman School, Oakland.

• • •

How

MARION E. KEITH

South Euclid School, Ontario

IT'S not so much the hat you wear,
As how you wear it.
Nor how much joy is yours to hold,
But how you share it.

Your speech is not your bond,
It's how you speak it.
Nor what your search may be,
But how you seek it.

You need no great philosophy,
To smooth your frowning brow.
If you will only study well,
The sacred word of "HOW."

For life gives nothing we may own,
When earth is whisked away.
Unless it is our memories,
Of how we lived our day.

Biennial Conference on Music Education

VIERLING KERSEY

State Superintendent of Public Instruction

CALIFORNIA State Board of Education announces its official invitation to the music teachers and supervisors of California to participate in the regular biennial conference on music education now held in conjunction with the regular meeting of the California Western School Music Conference.

The conference will be held at Scottish Rite Auditorium, Oakland, on **April 10, 11, 12**. Programs will be distributed to all city, county and district superintendents of schools, teachers and supervisors of music, as soon as tentative plans now being arranged, have been confirmed.

In following its established precedent of calling periodic conferences on music education in California, the State Board of Education reaffirms its belief that music plays a vital part in the education of all children.

The ancients valued the function of music in human development and assigned it an important place in their scheme of education. Progressive modern education demands that music shall constitute a part of the education of every child and not be limited to the talented few.

Modern life, in which the radio has made vocal and instrumental music available to all, demands understanding and appreciation unless our people are to be those who "have ears and hear not."

In these times, when the world is economically out of gear, human beings are in need of the refuge and solace which music can provide. It is not in the materialistic, prosaic, and utilitarian that the human heart finds escape from fear and worry, but in the idealistic, beautiful, and the cultural which music so amply provides. Music, to the person who appreciates it, is its own exceeding great reward. It multiplies and refines enjoyment. It soothes the spirit harassed by cares. It brings harmony with the good and the beautiful.

This conference on music education provides inspiration and professional guidance for those directing the utilization of music as an effective means of child growth and development. The discussions acquaint the group with modern objectives of music education, effective types of organization for instruction, new techniques, materials, and equipment. The demonstrations indicate new methods in use in outstanding schools in the area in which the conference is held. Every California teacher of music will benefit by attendance and participation in the activities of the conference and will bring back to his school system and children immeasurable values in revitalized and improved service.

This Revolution

JOSEPH F. GANNON

Woodrow Wilson Junior High School, Glendale

SPEAK to any American—adult or adolescent—of “the revolution” and you will find him mentally going back to the early days of our national history. Few realize the terrific import of the revolution, mostly economic, through which we of the United States, in company with other nations, are passing at the present time.

A revolution need not involve actual physical combat, nor need it consist of highly sensitive national hatreds. Revolution is change. Life itself is built upon change. The world has reached its high state of materialistic progress because of its ever changing activities.

Our ideals of democracy maintain a sound equilibrium, and yet, we are constantly making adjustments—change again. None will doubt that our accumulated progress in all forms is in danger of reverting to the mediocre unless we realize that these times are calling for new adjustments.

Fear for continuance of our national and international well-being might be acquired without effort. Some apprehension may be unavoidable, but panic, or even futile pessimism, will avail one nothing. Such conditions are mental, and as such they greatly lessen any capacities for the seeing of the lighted way out.

The very nature of all human effort involves imperfections. Undesirable, and often destructive tendencies, by the very character of the developers, will ever accompany the most forward moving activities.

RATHER than be dismayed with the apparent ineffectiveness of our present structures, we should welcome this display of considerable ineffectiveness in our acts. Without a realization of where discrepancies exist, it cannot be expected that these discrepancies will be eliminated. Their outcroppings, then, present splendid opportunities for further growth.

All progress is not upward. Periodic setbacks are just as much of the elements of progression as are the upward climbs themselves. With each slip backwards the shortcomings of the previous ascent become apparent to those willing to observe.

Oftentimes it seems our leaders are unaware of severe weaknesses. True, these failings many times are operating long before their presence is

realized by even the most alert. But, more often corrective machinery is non-existent, and must be developed to fit the need.

Often, too, this corrective machinery must be developed by experimentation. Time does not usually permit of the discovery of the rectifying agency by simple trial and error. Nor would it be humane and proper to thrust forth some plan that would be sure to leave a path of devastation were this plan to fail of its purpose.

Too, the policy of laissez faire has become shopworn. It is un-American. It is not in accord with the spirit of internationalism. The hopeful abeyance of laissez faire is insufficient. A sleeping giant is less powerful than the hustling ant. But hope combined with enthusiasm and spirited painstaking efforts will push aside seemingly insurmountable obstructions to continued well-being. The nation that has this spiritual outlook will not recognize despair.

We who teach must be quick to recognize today's challenge. Ours is the opportunity to further instill that idealism and those attitudes which will aid man on his journey to that eminent destiny which is ahead.

* * *

World Commission on Mental Tests

To make a comprehensive report on the progress of educational and mental tests in the principal countries of the world, a commission representing more than 52 countries is being organized by **Dr. Virgil E. Dickson**, assistant superintendent of the Berkeley public schools, as a result of a request from the board of directors of the New Education Fellowship, received from C. H. Oppenheim, commissions secretary, located in London.

The Commission on Mental Tests, which is to report at the next conference of the New Education Fellowship to be held in Vienna, Austria, in 1935, will make a special study of character, diagnostic and achievement tests which are being used throughout the world. The central commission, under the chairmanship of Dr. Dickson, will be composed of one person from each nation who will be given power to select persons in his own country, and will be responsible for reporting to the chairman of the commission outstanding experiments and developments in the field of mental and educational tests. The reports of the sub-commissions will be consolidated and organized into a final report to be presented at Vienna.

Original appointment of Dr. Dickson to head the World Commission on Mental Tests was made at the conference of the New Education Fellowship held at Elsinore, Denmark, in the summer of 1929.

Elementary Principals Association Activities

ELEMENTARY Principals Association, Southern Section, held its annual institute luncheon session, December 22, at the University of Southern California Campus.

Harley Lyon, principal in Pasadena schools, and president of the association, presided. This association has reached out for more members, until now there are 281 enrolled.

Following the luncheon, there were two speakers. Robert Abbott, Fresno, president of the Elementary Principals Association of California, spoke on the topic: "Dare the Schools Build a New Society?"

Briefly summarizing, Mr. Abbott emphasized four important objectives: (1) Teachers and principals should be encouraged to take more active participation in community affairs; (2) Develop a more scientific attitude in our children to solve the problems of every day life; (3) Adopt a philosophy that human nature can be changed, through environment; (4) Education should be guided by someone who knows where it is going.

Dr. R. Terpening, member of the faculty of the Kalamazoo State Teachers College, was the second speaker.

Harley Lyon then informed those present that there are nearly 900 members in the State Association at present. Principals are attending the various meetings of the Association for inspiration and professional development.

There are two more important meetings of the Southern Section; the first will be held in San Diego on Saturday, February 25, beginning at 9:30, and continuing throughout the day. This meeting will be a joint one of the Southern Section Elementary Principals Association and the State Department of Education.

On Saturday, April 1, the annual meeting of the Southern Elementary Principals Association will take place at Long Beach. The business meeting will commence at 9:30. New officers of the Association will be elected. Following a luncheon, an informal social gathering will take place. The Long Beach principals will act as hosts to all visiting principals.

* * *

From a College Window

VIRGINIA MORRELL, Los Angeles

I.

HE was old—so old that an estimate of his age was practically impossible. His face was wrinkled and very black, which made his snowy wool seem all the whiter. His clothes were black, too, a bit on the "parson" variety; spotless, but threadbare.

The hand that held the Announcement of Courses shook with palsy, but nevertheless ex-

pressed a certain reverence for all learning, an eagerness, a childlike confidence and simplicity.

He leaned over my desk partly from earnestness and partly because he could no longer stand erectly. And he only spoke one sentence.

I felt my responsibility more keenly than ever before as I tried to explain the content of the courses which I felt might meet his needs, and he looked intently into my eyes during this time, nodding his approval. He never came back to ask for further explanations or directions.

It seemed an imposition, beneath his dignity, for me to question him or to check up to see what he elected and how he progressed. So I didn't, but I have always remembered what he said. I think perhaps it should be engraved over the door of one of the buildings.

"Ah desires to take some co'ses fo' to improve ma'self."

II.

APPLE-POLISHING in university parlance is a process whereby students flatter instructors into giving them high grades. In happier days just passed, this method of earning honor points worked with considerable success.

Nadine certainly needed honor points. She was taking Economics 1A with Dr. Stone, who is young, merry-eyed, and unmarried.

"Oh, Dr. Stone" she would say after lecture. "I was so thrilled last hour. It's wonderful that you can make that course so interesting!" Nadine's red lips would smile.

Before the semester ended she had invited her victim to various sorority affairs. If she had put half as much effort into actual study—How-ever—

When the final grades were turned in, I noticed with amazement that Nadine had been given a "D," which is just passing, in Economics 1A. And I couldn't resist a thrust or two.

"Well! Nadine Smythe's apple-polishing seems to have failed, after all!"

"Nadine Smythe?" he said, "Oh. But it's a large class and the reader takes the roll. I thought it would be good fun if a professor got his innings for once. I didn't know her name!"

* * *

The Republican Government of Spain has shown tremendous interest in education. Among its regulations of importance is one providing for the creation of seven thousand new schools.

Fiftieth Anniversary of San Diego High School

FIFTY years ago, August 14, 1882, the San Diego High School, then known as the Russ School in honor of Joseph Russ, who donated the lumber for the first building, opened its doors to some one hundred students. It was built upon a hill overlooking the little town of eight thousand inhabitants, and was the first building to come in view of ships rounding Point Loma.

The anniversary was the occasion for several valuable projects in local history which were enthusiastically developed by the present generation of students on the hilltop. Of first importance was a 64 page, illustrated history of the school written by student and alumni members of the local chapter of Quill and Scroll, national journalism society, and edited by Riva Bresler of the class of '32 under the direction of Miss Verl Freyburger of the faculty. Students worked several



months, carefully reading old newspaper files, school board records, school annuals and papers, and other sources, as well as interviewing many pioneer teachers, students, and city residents in order to make the history authentic in every detail.

Of interest to stamp collectors was a cachet, the first of its kind, planned and conducted by P. H. Heron, head of the technical department, and designed by L. C. Sherwood of the same department. Over 3000 requests were received from all parts of the country. The cachets were mailed on November 23, the day set for the home coming of alumni, the appearance of the school history, a special ten-page edition of the school paper, "The Russ," and the presentation of a special assembly program.

A student committee headed by Ed Roche, student chairman, and directed by the drama department, selected and dramatized five episodes from the school history representing each of the five decades since 1882, and presented them for the 2700 students and hundreds of alumni in two special assemblies. The dramatizations included the first graduating exercises (six graduates), a trip to a football game and a student body election in the nineties, the first orchestra in 1903, directed by B. O. Lacey, now head of the science department, and memorial services for students and teachers who died in the World War. Pioneer teachers and alumni, including J. A. Rice, the first principal of the school, and Kate Sessions, member of the original faculty, introduced each episode. Lillian Whaley read the poem which she wrote and delivered as a member of the first graduating class.

A series of bulletin displays by every department of the school under the direction of Ada Jones, librarian, are depicting school and local history since 1882 in picture and documentary form, and will continue throughout the present semester.—John Aseltine, Principal, San Diego High School.

In Memoriam

D. W. Braddeek, 86 years old, former Butte county superintendent of schools, passed away recently in Stockton.

Mrs. Robert Duval, 52 years old, teacher in Pope Valley, Olive District, near St. Helena, Napa county. She had taught continuously in the rural school for more than 20 years.

W. B. Cutler, 79 years old. A pioneer school man and son of one of the early legislators passed away recently in San Jose. He was born in the Suisun Valley, graduated from the old Pierce-Christian College of Colusa and taught for many years in Colusa. His father crossed the plains from Ohio in 1849. He retired 7 years ago after 45 years of teaching.

One of his daughters is Mrs. Nicholas Ricciardi. His nephew, Leland W. Cutler, is president of the San Francisco Chamber of Commerce.

Katherine Gamble, 45 years old, teacher in John Muir School, Fresno, recently passed away at Hanford. Miss Gamble was born in Hanford and taught school there for several years. During the past 8 years she taught the first grade at John Muir School.

Mrs. Abbie E. Ballard, 63 years old, teacher in Columbia Elementary School, Fresno, recently passed away. She graduated from the old San Jose Normal School and began teaching in 1892 in Pleasant Valley, Contra Costa county. She went to Fresno county in 1893 and taught there continuously ever since. At the time of her death she was one of the veteran teachers of Fresno county.

John B. Monlux, deputy superintendent emeritus, Los Angeles city schools, recently passed away in Los Angeles; age, 77 years. He was identified with the educational life of Los Angeles since 1894 when he began as a teacher in the elementary schools.

For nearly 30 years he has served as deputy superintendent. In 1931 he became emeritus but continued to serve full time in his office. He was born in North Salem, Ohio.

Miss Frances Doorn, age 85, recently passed away in Grass Valley. She taught for 45 years in Grass Valley schools and retired in 1917 to become city librarian.

Bert M. George, principal of Ventura junior high school, recently passed away in Santa Barbara, age 46. For 8 years he was principal of the senior high school at Lewiston, Idaho. He received his A. B. degree at the University of Idaho; his M. A. degree at Stanford University, 1930.

Child of the Sea

ROY W. CLOUD

MRS. ELIZABETH SYLE MADISON, librarian of the Oakland school department, is the author of a charming little story called "Child of the Sea." It is on the fourth grade level and is the first of a series of six books by Mrs. Madison. Two children, Josefa and Carlos, are the principal characters and early California life and tradition give the theme.

The book is for the 8 and 9 year olds but it will be of interest to any one interested in old California.

Mrs. Madison comes of a literary family.



You Aren't Half as Sick When You're Sick Under the T. C. U. Umbrella

That's what a teacher writes—Miss Ellen Richardson of Jacksonville, Fla.: "Illness doesn't make you half as sick when all the worry is taken out with a T. C. U. policy. You pay your bills promptly, for you receive your T. C. U. benefit as soon as application is filed."

Everybody's doing it now—joining the "Don't Worry" Club by letting the T. C. U. share the risk of loss of income by reason of Accident, Sickness and Quarantine. Always the sensible course, it has now become the popular one.

Send us your name and address today and we will mail you full particulars of how we protect teachers.

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Please Let Us Know — Do You Receive "WORD STUDY"?

Throughout the school year we issue periodically, for the benefit of English teachers, a publication entitled WORD STUDY in which are presented many interesting and helpful ideas relating to the teaching of the subject. It will help us to know whether you receive WORD STUDY; if you do, what your opinion of it is; and if you do not, whether you would like to receive it free of expense. We will appreciate a word from you. In writing please mention this magazine.



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All who passed through California high schools a few years ago came in contact with her father, the late L. DuPont Syle, writer of many stories and compiler of "From Milton to Tennyson."

"Child of the Sea" has 30 pages, is listed at 80 cents, and is from the presses of Suttonhouse.

Tulare County Honor Schools

Since our last report the following school staffs have taken memberships in the C. T. A. 100%:

East Orosl	Outside Creek
Elderwood Union	Packwood
Elk Bayou	Paloma
Farmersville	Rocky Hill
Hanby	Saucelito
Hot Springs	Springville Union
Kaweah	Sultana
Kings River Union	Sunnyside
Lake View	Waukena Union
Laurel	Windsor
Liberty	Woodville
Lindecoe	Yettam
Oakland Colony	

J. E. Buckman, County Superintendent, Tulare County.

Miss Shirley A. Perry of Ukiah, secretary, North Coast Section, C. T. A., reports that the Arcata Union High School and the Dornington School teaching staffs are enrolled 100% in C. T. A. for 1933.

NEW BOOKS

JEREMIAH

By WILLIAM M. CULP
Author of "Tumba of Torrey Pines"

The story of Jeremiah—A Big Blue Cat. 96 pages. 32 beautifully colored illustrations. Checked with latest vocabulary studies. Grade placement 1A to 2A. A supplemental reader that is different and of intense appeal to children.

Price 80 cents. In quantity, 64 cents F. O. B. San Francisco.

Western Nature Science Series

THIRD GRADE

THE INDIANS' GARDEN

By C. A. MARCY
District Superintendent Manhattan Beach Schools
University of California Extension Lecturer in Nature Study
and FERNE L. MARCY

The first book gives to the child an idea of those things of Nature with which the Indians came in contact on land and sea.

Price \$1.00 List. In quantity, 80 cents F. O. B. San Francisco.

FOURTH GRADE

THE PADRES' GARDEN

By C. A. MARCY

The second book continues the thought with telling the story of what the Padres found and brought to the Western shore.

Price \$1.00 List. In quantity, 80 cents F. O. B. San Francisco.

FIFTH GRADE

THE PIONEERS' PATHWAY

By MAE JOHNSON CORWIN
Science Department, Phineas Banning Jr.-Sr. High School
Los Angeles

The third book gives a description of the trees and flowers which are found along Western pathways.

Price \$1.00 List. In quantity, 80 cents F. O. B. San Francisco.

SIXTH GRADE

TRAILS TODAY

By WALLING CORWIN

Science Department, San Diego High School, San Diego
The fourth book emphasizes the animals of land and sea on the Western coast.

Price \$1.00 List. In quantity, 80 cents F. O. B. San Francisco.
These readers tie up with Social Science, as they describe things of Nature that affected the lives of the people in the periods studied in the grades for which the books are intended.

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Paper Puppets Are Fun!

LETTY E. REED

Primary Teacher, Piedmont

NANCY read "Little Black Sambo." She wanted to tell it "in her own words" to the class to gain credit for library reading. She made a paper-doll of black paper. She made a green paper parasol. She made five papers tigers. They were just paper-dolls until Nancy added a little paper loop to the back of each one.

Then they were paper-puppets; limited in their actions to some extent, it is true, but fun to watch, while Nancy stood behind the easel, dramatizing the story which she had brought to life so cleverly for the rest of us.



Everyone was thrilled with the performance, particularly the child who was asked to "lend a finger" for the tiger-scene. Nancy got ten gold stars for her idea, and much satisfaction watching it develop and grow as other children adopted

and improved upon it.

We made a little puppet theater out of the easel. Then paper-puppets were made for the following stories. "Cinderella" (she even had a paper coach), "Hansel and Gretel," "Little Red Hen" and "Peter Rabbit."

How often we've wanted to make puppets . . . but how often we've been dismayed at the task of making them, of learning to work them, or of finding the time to make them. But paper puppets! A group of children can make the most elaborate ones you can imagine in one afternoon. Then they're so simple to operate, no rehearsal is necessary.

The dolls are most effective when made with bright-colored construction paper, just big enough to hide the hand. The paper loop is just a ring to stick a finger through, pasted on the back of the doll. After the performance, the puppets are pinned on a paper background, and put on the bulletin-board. They make interesting posters to lure other children to the library corner.

Ventura city schools and union high school district have issued several research bulletins dealing with,—teachers marks; reading survey; and arithmetic survey.

These excellent research papers will be of interest to all California school research workers and to school people generally. Schools can improve only through the systematic application of research technics.

Teaching Spelling

(Continued from Page 43)

The Checking System

Reference has been made to checking in the first column, words missed on the pre-test, checking in the second column, words spelled correctly on the weekly tests, and checking in the third column, words missed on the re-test.

There are no ruled columns in the State Speller but they may easily be provided. The teacher may have pupils rule lines one-eighth of an inch apart after each column of words or she may have a rubber stamp made with four such lines on it and stamp each page as she checks words. In either case it will not be an excessive burden as only four or five pages of each book will need to be ruled for any one semester. In fact, it is not absolutely necessary to rule the columns if the teacher will imagine the columns and keep each row of checks in its proper imaginary column.

An "X" check indicates a word missed while a blank space or a "C" check indicates a word spelled correctly. From the sample it will be noted that the words "sometimes," "terrible," "surprise," "progress," "president," "themselves," and "special" were missed on the pre-test while the "C" in the second column after each of these words indicates that they were learned and spelled correctly on the weekly tests. The "X" in the third column after the words "progress" and "measure" show that these words were missed on the re-test at the end of the semester. "Measure" was evidently spelled correctly by accident on the pre-test but was caught in the final re-testing. The words "progress" and "measure" must be mastered before the pupil begins study on the list for the new semester.

A Marking System

The knowledge of a child's ability and accomplishment is so definite in this method of teaching spelling that the teacher may choose any method of marking that fits her philosophy and do a more accurate job of it than she can possibly do in most subjects.

If it is her opinion that children should be marked solely on their innate ability, then the pre-test will afford a fairly accurate check on this factor. If it is her philosophy that a child should be marked on the knowledge he has retained after the course is over, regardless of the ease or difficulty with which he acquired the knowledge, then she may take the results of the re-test and either mark the pupils "on a curve" or according to standards set by herself. If she wishes to give more credit to the child who is innately a poor speller but who, through diligent effort, has been able to master as many words as those with highly endowed spelling ability, she may take into account the ratio between the number of words missed on the pre-test and the number missed on the re-test. In fact, because of the definite information on each child's spelling ability and accomplishment, a teacher may work out any combination of factors until she has a formula that fits her philosophy.

VERTICAL FILE



3 DRAWER

A Vertical File is indispensable for housing the pamphlets received in Libraries that use the Wilson Vertical File Service. Start with one 3-drawer section and add more sections as needed.

The Gaylord 3-Drawer Vertical File is made of quarter sawed white oak with light or dark oak finish. The drawers are legal size 10 $\frac{1}{4}$ " high by 15 $\frac{1}{4}$ " wide by 24" deep inside. Ball bearing steel slides make the drawers easy to handle. This File is 41 $\frac{3}{4}$ " high, or convenient counter height.

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STOCKTON



CALIFORNIA

Berlin, Leipzig, and Eberstadt a. d. Bergstrasse have recently arranged **nature trails** which enable children to become acquainted with plants, birds, and insects in their natural surroundings.

Recent statistics show that in the United States it costs \$300 a year to keep a man in prison and less than \$100 a year to keep a child in school.

Lafayette College at Easton, Pennsylvania, is offering courses free of charge to **jobless men** more than thirty years of age.

"Does California Want Compulsory Unemployment Insurance?" is the title of a lucid 8-page bulletin prepared by Roy W. Kelly and distributed by F. A. Scofield Business Service, 544 Market Street, San Francisco.

In view of the present widespread discussion of unemployment insurance in California, Mr. Kelly's authoritative analysis is of real service. Price, 50 cents per copy.

WANT A STEADY JOB?

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Do you want a steady-for-life job with the United States Government? Teachers have a big advantage because of their training and education. Thousands of future appointments coming. These have big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. G177, Rochester, N. Y., for free list of positions for teachers, and full particulars telling you how to get them.

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Musical Vocabulary

(Continued from Page 40)

observation of local community conditions which affect the worker, study of the state industrial code, and the use of industrial films are suggested to provide real contacts with the subjects under consideration.

Throughout the study we placed emphasis on the vital fact that we live in a dynamic world in which youth must be prepared to make adjustments to the ebb and flow of economic life. Someone has said "the fact of change is the one stable fact in our unstable world."

We can do much to help the pupil meet this world if we teach him to see that it is constantly changing. We may even arouse in him the desire to play some part in directing the changes which will inevitably occur, and prepare him in some small measure to do so.

Coming Events

February 3—C. T. A. Board of Directors regular meeting; **San Francisco.**

February 25-March 2—N. E. A. Department of Superintendence, 63d annual convention, **Minneapolis.**

April 8—California Teachers Association, annual meeting; **Oakland.**

May—South India Teachers Union silver jubilee.

June 20-25—American Home Economics Association annual convention; **Atlanta, Georgia.**

June 29-30—Conference on Business Education, at University of Chicago School of Business; for all secondary school teachers; **Chicago.**

July—National Canadian Federation of Home and School biennial convention.

July 1-7—N. E. A. Convention, **Chicago.**

July 29-August 4—World Federation of Education Associations, fifth biennial conference; **Dublin, Ireland.**

UNIT PLAN

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The *Elson Basic* offers more than service expected of a good middle-grade reader—it provides a plan for organizing each year's reading course around significant thought units.

This broad organization with *Elson Basic* as the "contact book" gives definiteness to the intermediate grade reading method, and utilizes all available reading equipment to greater advantage.

Write for detailed information regarding the Unit Plan of organizing middle grade reading—

SCOTT, FORESMAN and COMPANY

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